

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
Standing Subcommittee: Superintendent Evaluation
Tuesday, June 30, 2015
1:00 AM***

*District Goals 2014-2015 I to IV
Superintendent's Standards 1 to IV
Superintendent's Practice Goal
Superintendent's Achievement Goal*

Goal I Student Achievement

The Arlington Public Schools (APS) will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

1.1 Action plans and outcomes will emphasize inquiry and experiential learning in order to promote student engagement and a deeper understanding of the curriculum.

1.2 Students will receive increased support for their social-emotional needs in recognition of the interconnection between the social-emotional needs of students and the academic challenges of the curriculum.

1.3 District Determined Measures (DDMs) will be completed and piloted in all departments that did not pilot DDMs in 2013-2014 in order to monitor student progress over a school year.

1.4 In an effort to narrow the achievement gap, APS will provide students in subgroups additional support in order to improve their achievement on the state accountability assessments, as measured at each school by an annual or cumulative Progress and Performance Index (PPI) of at least 75 in the aggregate and in the high needs subgroups.

1.5 Scores for students in the aggregate at each grade level tested on the state accountability assessments in the areas of Mathematics and English Language Arts will evidence a Student Growth Percentile (SGP) of 51 or higher.

Goal II Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be

excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

2.1 Administrators and teachers will be provided additional professional development in the implementation of the Arlington Effective Educator Development System.

2.2 Administrators and teachers will be provided professional development and planning time to be able to systematically and routinely use data to guide instructional decisions and meet students' learning needs.

2.3 Teachers will be provided professional development to enhance their capacity to address students' social-emotional needs.

2.4 The District will support its administrators and teachers through professional development opportunities that are aligned to the needs of its staff, including instructional support and content knowledge, coaching, technology competence and ability to differentiate instruction.

2.5 One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the 2014-2015 school year.

Goal III - Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

3.1 Evaluate the cleanliness and maintenance of the Arlington Public Schools facilities in order for the Superintendent and Facilities Subcommittee to present budget recommendations for the FY16 Budget by December 1, 2014.

3.2 Complete a feasibility study of the Stratton Elementary School that will produce a plan to achieve facility parity with the other elementary schools to be presented to the Capital Planning Committee and School Committee in the fall 2014.

3.3 Develop a plan to increase structured common planning time for teachers and implement to the extent possible in 2014-2015.

3.4 Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years to be presented to the School Committee by June 2015.

3.5 Continue to support technology implementation as outlined in the Technology Plan, and expand broadband connectivity within and to all schools.

Goal IV - Operations, Communication and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

4.1 APS is dedicated to recruiting, hiring and retaining a diverse staff of outstanding educators. The diversity of the APS staff will increase from the 2013-2014 baseline in order to better reflect the diversity of our student population.

4.2 A dashboard of district metrics will be developed and be made available for all stakeholders by June 2015.

4.3 The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.

4.4 A public forum will be held to communicate information about the Common Core Massachusetts Standards and state assessments no later than February 2015.

Standards

Standard 1: Instructional Leadership

A. Curriculum Indicator

- 1. Standards-Based Unit Design*
- 2. Lesson Development Support*

B. Instruction Indicator

- 1. Instructional Practices*
- 2. Quality of Effort & Work*
- 3. Diverse Learners' Needs*

C. Assessment Indicators

- 1. Variety of Assessments*
- 2. Adjustment to Practice*

D. Evaluation Indicator

- 1. Educator Goals*
- 2. Observations & Feedback*
- 3. Ratings*
- 4. Alignment Review*

E. Data-Informed Decision Making Indicator Knowledge & Use of Data

- 1. Knowledge & Use of Data*
- 2. School and District Goals*
- 3. Improvement of Performance, Effectiveness, and Learning*

Standard II: Management & Operations

A. Environment Indicator

- 1. Plans, Procedures, and Routines*
- 2. Operational Systems*
- 3. Student Safety, Health, and Social and Emotional Needs*

B. Human Resources Management & Development Indicator

- 1. Recruitment & Hiring Strategies*
- 2. Induction, Professional Development, and Career Growth Strategies*

C. Scheduling & Management Information Systems Indicator

- 1. *Time for Teaching and Learning*
- 2. *Time for Collaboration*
- D. *Law, Ethics & Policies Indicator*
 - 1. *Laws and Policies*
 - 2. *Ethical Behavior*
- E. *Fiscal Systems Indicator*
 - 1. *Fiscal Systems*

Standard III: Family and Community Engagement

- A. *Engagement Indicator*
 - 1. *Family Engagement*
 - 2. *Community and Business Engagement*
- B. *Sharing Responsibility Indicator*
 - 1. *Student Support*
 - 2. *Family Collaboration*
- C. *Communication Indicator*
 - 1. *Two-Way Communication*
 - 2. *Culturally Proficient Communication*
- D. *Family Concerns Indicator*
 - 1. *Family Concerns*

Standard IV: Professional Culture

- A. *Commitment to High Standards Indicator*
 - 1. *Commitment to High Standards*
 - 2. *Mission and Core Values*
 - 3. *Meetings*
- B. *Cultural Proficiency Indicator*
 - 1. *Policies and Practices*
- C. *Communications Indicator*
 - 1. *Communication Skills*
- D. *Continuous Learning Indicator*
 - 1. *Continuous Learning of Staff*
 - 2. *Continuous Learning of Administrator*
- E. *Shared Vision Indicator*
 - 1. *Shared Vision Development*
- F. *Managing Conflict Indicator*
 - 1. *Response to Disagreement*
 - 2. *Conflict Resolution*
 - 3. *Consensus Building*

*Practice Goal 2014-2015 Superintendent Annual Educator Plan Submitted by: Kathleen Bodie
December 2014*

***Practice Goal 2014-2015
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
December 2014***

Practice Goal: *In order to effectively supervise and support principals, as well as support high expectations for learning, teacher consistency and common focus on instruction, I will visit each school a minimum of six times between December 2014 and November 2015, that will include a meeting with the principal and classroom or meeting observations. I am continuing this practice goal from last year because of the importance of school visits by the Superintendent to support and ensure a consistent focus on district and school goals, maintain visibility in the district, support principals, and understand first-hand the needs in each school.*

The Superintendent is responsible for (1-B) “observing principal practice and artifacts, ensuring that principals identify a variety of effective teaching strategies and practice when they observe practice”. Additionally, the Superintendent must (1-D), “make at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient .” It is only possible to provide this level of oversight by being present on a regular basis in schools.

Key Actions:

1. *Schedule school visits in the calendar with sufficient time to meet with the principal and visit classrooms and observe meetings, particularly data meetings.*
2. *Continue to engage the Administrative Team in professional development throughout the year to improve calibration of observations and evaluations.*
3. *Keep notes or artifacts, if any, from each visit.*

Benchmarks: *(evidence in electronic dropbox)*

1. *Calendar will show schedule and time of each visit.*
2. *Administrator survey in June 2015.*

Student Achievement Goal 2014-2015 Superintendent Annual Educator Plan Submitted by: Kathleen Bodie December 2014

**Student Achievement Goal
2014-2015
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
December 2014**

Student Achievement Goal: *Student performance on MCAS 2015 for high need students at all levels and at each grade tested will improve from the MCAS baseline in 2014.*

Key Actions:

1. *Grade level and department data teams will be supported with time and analytic tools to analyze student performance data, monitor progress, and design and modify lesson plans to support all learners, particularly students who struggle.*
2. *Team of three substitutes will be hired to provide coverage for elementary teachers to participate in data team meetings on a regular basis. The team will circulate among the elementary schools, providing substitute coverage approximately every seven school days at each school. The team will meet on an on-going basis with the Assistant Superintendent to design common grade-level lessons.*
3. *Middle school teachers will meet during departmental common planning time to review and analyze student performance data and design and modify curriculum to scaffold or reteach concepts and skills not mastered.*
4. *High school teachers will be provided time during department meetings to review and analyze student performance data and revise curriculum as needed. The focus of PLCs will be student performance in specific courses.*
5. *Math and ELA curriculum leaders will facilitate curriculum working sessions with teachers*

K – 12 over the summer to include, but not be limited to, review of curriculum maps to ensure alignment with Common Core state standards, integration of literacy requirements for Common Core into Science, Social Studies and mathematics, review and update of common assessments, including DDMs.

6. Teachers in Grades K – 5 will have at least two professional development workshops during the early release days in 2014-2015 to focusing on math content and implementation of math practices standards of the Common Core. The professional development sessions will also include preparation for changes in curricula due to changes in MCAS as it focuses solely on the Common Core.

7. Teachers K-5 will have at least two professional development workshops during early release days in 2014-2015 focused on close reading and writing.

8. Mathematics coaches at the elementary level will provide regular in- classroom coaching sessions with classroom teachers to ensure fidelity with the district curricula and the Common Core.

9. DDMs will be administered during the year in all disciplines, reviewed and analyzed. The results will be used to adjust and modify instruction to help students learn the content standards.

10. The Special Education Coordinator and Principal will support student performance goals/RTI by mutual attendance at Student Support Team weekly meetings.

11. Substantially separate mathematics classes will become a co-taught inclusion model with the addition of general education students at the appropriate skill level.

12. At the middle school, a content teacher will be paired with an SLC teacher for substantially separate classes in Mathematics

Benchmark:

The student achievement scores in mathematics on the 2015 MCAS will improve at all levels for the high needs subgroup from the MCAS baseline in 2014.



Town of Arlington, Massachusetts

District Goals 2014-2015

Summary:

District Goals 2014-2015 I to IV
Superintendent's Standards 1 to IV
Superintendent's Practice Goal
Superintendent's Achievement Goal



Town of Arlington, Massachusetts

Goal I Student Achievement

Summary:

The Arlington Public Schools (APS) will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.



Town of Arlington, Massachusetts

1.1 Action plans and outcomes will emphasize inquiry and experiential learning in order to promote student engagement and a deeper understanding of the curriculum.

Summary:

ATTACHMENTS:

Type	Description
□ Backup Material	Goal 1-1 Evidence exploring Technology link
□ Backup Material	Interview for NHD by OMS students

For evidence: Goal I - 1 It can only be saved electronically, though you could have a copy of Larry's email for the paper file. Thanks

----- Forwarded message -----

From: **Larry Weathers** <lweathers@arlington.k12.ma.us>

Date: Sat, May 9, 2015 at 6:23 AM

Subject: Evidence

To: Kathleen Bodie <kbodie@arlington.k12.ma.us>, Laura Chesson <LChesson@arlington.k12.ma.us>, Matthew Janger <MJanger@arlington.k12.ma.us>

This is a piece of evidence from three directions (perhaps even more directions).
Explore the link:

<http://news.acmi.tv/segments/concord-consortium/>

- Exploring innovative technology enlivens student engagement and
- Exploring technology serves as effective PD for renewing teacher enthusiasm.
- Broader partnerships between various stakeholders in the community (here CC and AHS) add a richness that allows students to experience applications beyond the school walls - experiential based learning.

This is a student directed video.



Evidence for Goal I - 1

----- Forwarded message -----

From: **Alison Sancinito** <asancinito@arlington.k12.ma.us>

Date: Fri, May 8, 2015 at 3:24 PM

Subject: Interview for NHD

To: Kathleen Bodie <kbodie@arlington.k12.ma.us>, Laura Chesson <LChesson@arlington.k12.ma.us>, Melanie Konstandakis-Schwartz <mkonstandakis@arlington.k12.ma.us>, Tim Ruggere <truggere@arlington.k12.ma.us>, Jason Levy <jlevy@arlington.k12.ma.us>

Good afternoon,

I wanted to share an exciting learning experience with you!

Nate Brennan and Grant Griesman spent their directed study period interviewing Dr. Stephan Bungay, an author and historian, about the Battle of Britain in WWII. These students are heading to the Nationals for the NHD competition. They used school technology to Skype with Dr. Bungay. They recorded the interview on a school iPad for their iMovie documentary project.

Dr. Bungay was so impressed by the students' commitment to their project about Winston Churchill. He even referenced their project in a recent meeting with people at the BBC who are working on a new documentary about the war. The kids were so excited to hear that!

Jason and I appreciate your continued support and enthusiasm for our program.

Have a good weekend,
Alison

 **IMG_0008.JPG**







Town of Arlington, Massachusetts

1.2 Students will receive increased support for their social-emotional needs in recognition of the interconnection between the social-emotional needs of students and the academic challenges of the curriculum.

Summary:

ATTACHMENTS:


Type	Description
▣ Reference Material	Success Grant
▣ Reference Material	Effective Strategies for Students with Anxiety-Related and Oppositional Behavior

In the 2014-2015 school year, Arlington was in year three of the elementary counseling Project S.U.C.C.E.S.S grant (Schools Uniting and Coordinating Counseling in Elementary School Settings). Project S.U.C.C.E.S.S. has supported closer ties with local family support services to improve access to out of school counseling services. Through expanded professional development for classroom teachers, counseling staff and administration, the focus and commitment has remained on sustainability for years to come. The grant paid for additional Social Workers so that there is a social worker in each elementary school. Arlington Public Schools will continue to maintain a Social Worker at each elementary school even after the end of the grant.

Project SUCCESS has provided extensive Professional Development for teachers, social workers, and specialists on Social / Emotional learning for the past three years. A few examples include training and in class observations and coaching with Jessica Minahan, author of The Behavior Code. Michael Thompson, clinical psychologist, school consultant, author and international speaker on the subjects of children, schools and parenting, has visited each elementary school to work with staff and (I think) speak with parents. The district has begun using Responsive Classroom in several elementary schools, and others are deepening their work with Open Circle through sustainability training. The Children's Room has worked with crisis teams at all elementary schools, developing the capacity of teachers, social workers, and principals to support students in age appropriate ways in difficult times involving loss.

The grant paid for Arlington Youth Counseling Center to be present in each elementary school to work with families and to coordinate with school staffing. This successful partnership was instrumental in supporting Arlington Youth Counseling Center's being awarded a \$100,000 grant from the Cummings Foundation to support school-based counseling and mental health consultation for children in Arlington elementary schools. AYCC is one of 100 local area charities to receive the Cummings 100K for 100 grant, which will be dispersed to AYCC over a three year period. With this funding, AYCC will continue its important work with the Arlington Public Schools to expand counseling services in the elementary schools.

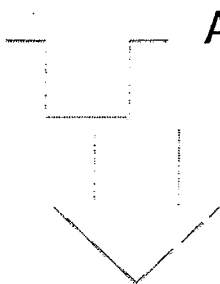
Efforts will continue over the summer and with a No Cost Extension, we hope to have a few more opportunities next year.



**Theory Into Practice:
Effective Strategies for Students
with Anxiety-Related and
Oppositional Behavior**
Presented by:
Jessica Minahan, M.Ed BCBA

SOS tips for teachers

- Misbehavior is a symptom of an underlying cause
She can't vs. She Won't
- Behavior is communication
- Behavior has a function
- Behavior occurs in patterns
- The only behavior an adult can control is her own
- Behavior can be changed



Anxiety

**Working
Memory**

Traditional Behavior Plan

Activity	Following Adult Directions	Using School Language	Using a Safe Body
Morning Meeting	1 2 3	1 2 3	1 2 3
Math	1 2 3	1 2 3	1 2 3
Reading/Writing	1 2 3	1 2 3	1 2 3
Science	1 2 3	1 2 3	1 2 3
Lunch	1 2 3	1 2 3	1 2 3
Recess	1 2 3	1 2 3	1 2 3

Behavioral Attributes of Anxiety in Schools

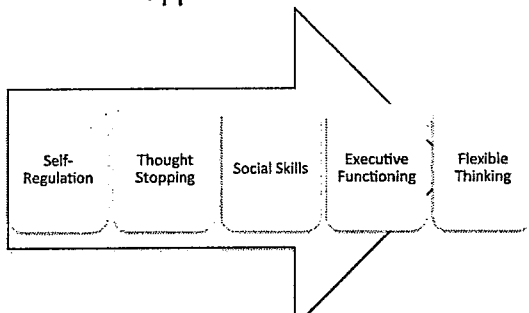
Classic Attributes

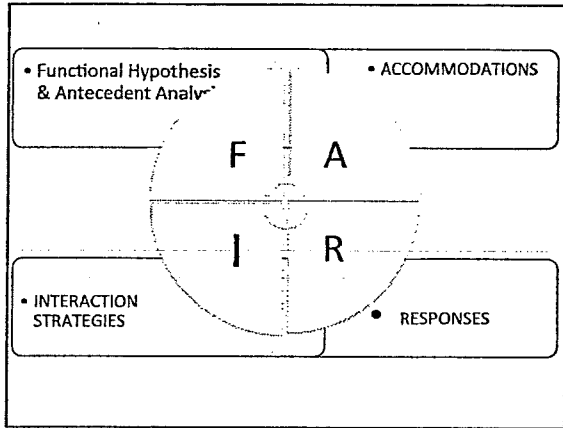
- Easily frustrated
- Has somatic complaints such as stomach aches and headaches, trouble breathing
- Fears
- Hyper-vigilant
- Excessive worrying / perfectionism
- Crying

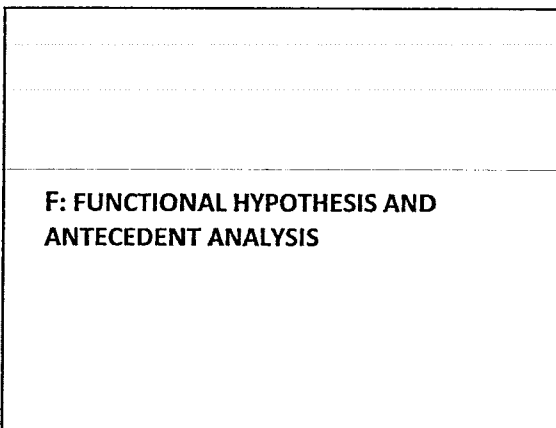
Less Obvious Attributes

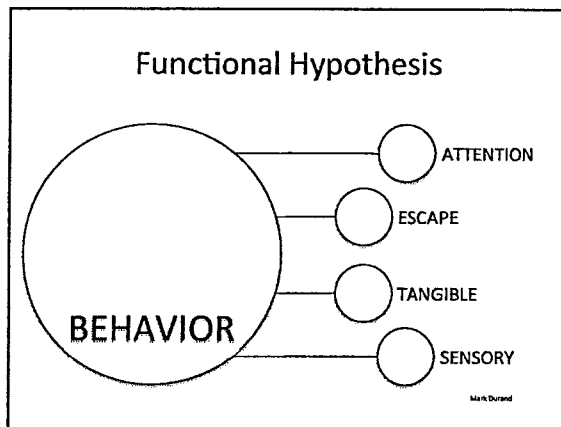
- Difficulty completing work
- Being irritable
- Being angry
- Not following school rules
- Inconsistent patterns in antecedents
- Ritualistic/repetitive behavior
- Inflexible out of the blue or overreactive

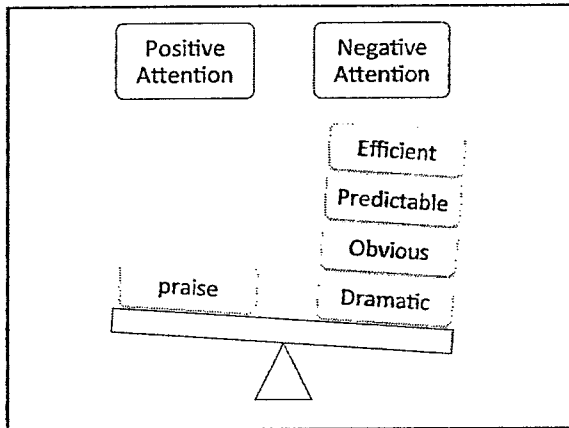
Common Underdeveloped Skills in Students with Anxiety and Oppositional Behavior











Student: _____

Behavior: _____

Date	Time	Setting Event	Antecedent	Behavior	Consequence
		class ended, didn't sleep, sick	What happens in the environment immediately prior to behavior?	what characteristics of behavior?	What happens in the environment immediately following behavior?
		Teacher:			Behavior:
2/26/09	11:15 a.m.	Had an a.m. nap.	Teacher puts a math card on Scott's desk.	Scott screams "I'm a jerk" at the teacher, then he math card up, throws it on the floor and stomps the foot on it.	Teacher picks him to the office and tells him he is "acting inappropriately."

Typical Antecedent Patterns for Students with Anxiety

☐ Unstructured Times

☐ Transitions

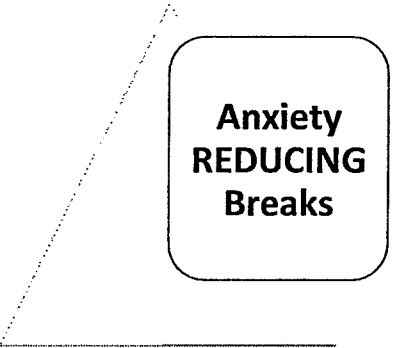
☐ Writing tasks

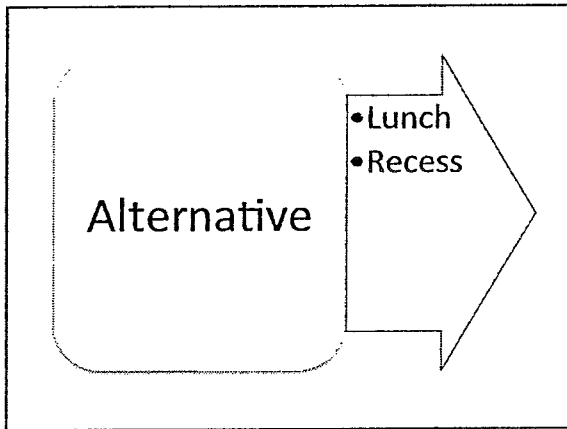
☐ Social Demands

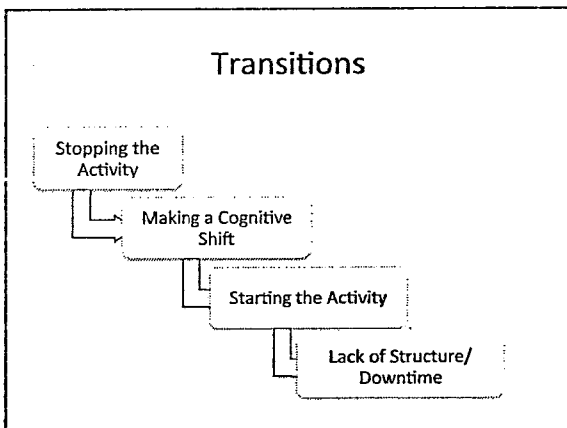
☐ Novel / unexpected change

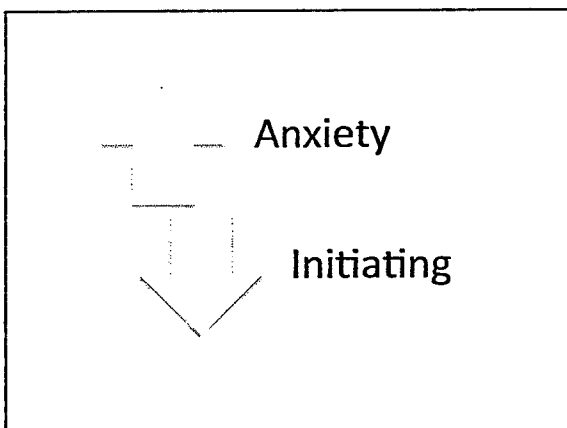
Common Antecedents of Oppositional Behavior	
<input type="checkbox"/>	Unfacilitated Social Interaction
<input type="checkbox"/>	Unstructured Times
<input type="checkbox"/>	Interaction with an authoritative adult
<input type="checkbox"/>	Asked to Wait
<input type="checkbox"/>	Demands Placed
<input type="checkbox"/>	Transitions
<input type="checkbox"/>	Told No
<input type="checkbox"/>	Writing

<p>A: ACCOMMODATIONS</p>

 <p>Anxiety REDUCING Breaks</p>





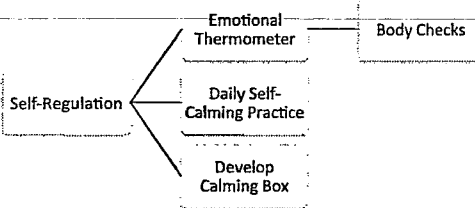


Teachers are doing too much

Self-Monitoring Independence

...and students aren't doing enough

Accommodations and mods... Self-Monitoring/Self-Regulation



Emotional Thermometer

Feeling	Be alert!
	Take a break; deep breathe
	Get a drink; ask my calming box
	Take a deep breath
	Use my calming box
	Use my words; ask my calming box
	Use my words
	Use my words; Smiley face

Adapted from: Kenneth W. Merrell, *Helping Students Overcome Depression and Anxiety: A Practical Guide* (New York: Guilford Press, 2008).

Self-Regulation Apps

- Sosh lite
- At Ease
- Calm Counter
- Stress Tracker
- DBT
- iCouch CBT

BEFORE

AFTER

5

4

5

3

5





4

5

2

PARTS of WRITING...	STRATEGIES...	USED?
THINKING OF AN IDEA	1. Look in a book 2. Look at my writing idea list 3. Look at photographs 4. Computer picture help	
ORGANIZATION	1. Graphic organizer for paragraph 2. Graphic organizer for sequencing	
SPELLING	1. Frequently used words card 2. Sticky note help 3. Tap out the words	

My writing strategies": a checklist for students

Part of writing	Strategies	Check
Thinking of an idea 	Look in a book Look at my writing idea list Computer picture help "Ms. _____ will you help me get a computer picture of _____?"	
Drawing 	How-to-draw cards Sticky-note help "Ms. _____ will you help me draw a _____?"	
Revising 	Underline the number of words in the sentence. "Ms. _____ will you help me plan a sentence?"	
Spelling 	Phonically-said words and Ten out the word Sticky-note help "Ms. _____ will you help me spell _____?"	

Mindes, J. & Boudreau, R. (2012). *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*. Cambridge, MA: Harvard Education Press.

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**Work Avoidance
Underdeveloped Skills**

Initiation	Persistence
Help Seeking	

Initiation

<input type="checkbox"/>	Errorless Teaching
<input type="checkbox"/>	Preview with actual work
<input type="checkbox"/>	Preview/Start work day before
<input type="checkbox"/>	Self Monitoring

Persistence

Teach Growth Mind-Set

Reward Persistence instead of product

Self-Monitoring

Make a plan

DWEK

Help Seeking

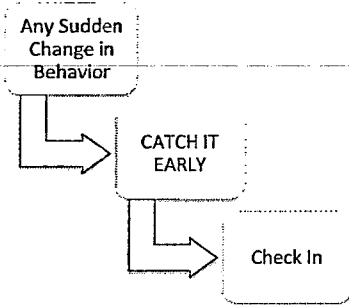
Shift Reinforcement to skill

Functional Communication
 • "I need help getting started"

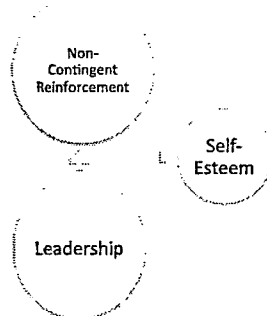
Concern	Strategy	Did I Use It?
Initiation: This looks difficult. I can't do it.	<ul style="list-style-type: none"> Ask a teacher to help me start Ask to see the assignment for tomorrow Use a wipe off board 	
Persistence: This is too hard. I need to stop.	<ul style="list-style-type: none"> Skip the hard problems and do the easy problems first Work with a buddy Check all the problems I've completed 	
Help Seeking: I don't know how to do this. I forget how to do this.	<ul style="list-style-type: none"> Raise my hand Hand the teacher a note Make eye contact with a teacher Look in my notebook 	

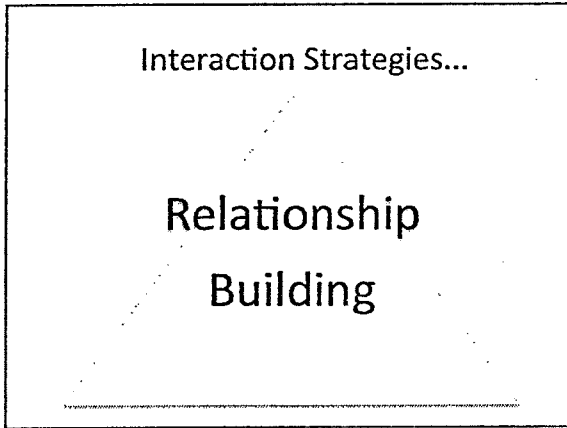
I: INTERACTION STRATEGIES

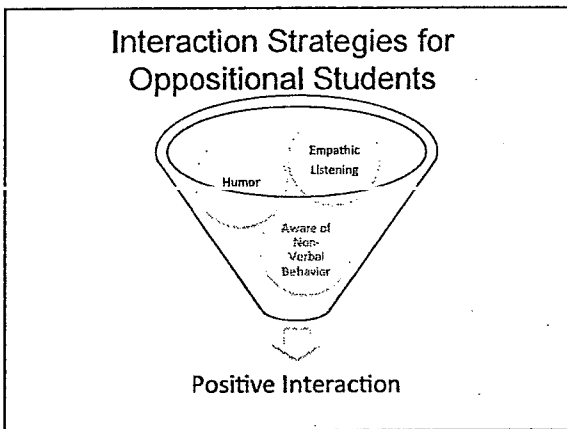
Interaction Strategies... Supportive Response

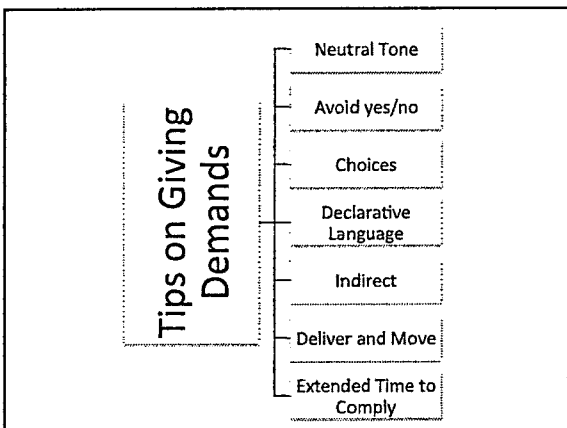


Interaction Strategies Self-Esteem Building

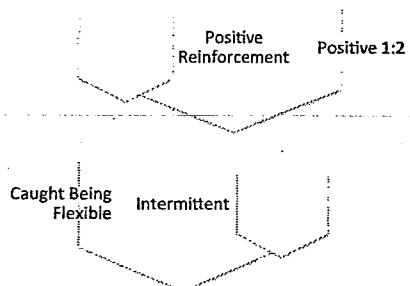








Interaction Strategies for Oppositional Students



R: RESPONSE STRATEGIES

Response strategies Common School Responses

AVOID

- Time-Outs
- Send to principal
- Send out in hallway

Response strategies
Replacement Behaviors

Replacement Behaviors

Response strategies cont' d
...FAIR responses

Points for Skill
Practiced/
Demonstrated

=

Skill
Development

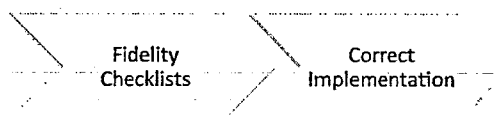
Self-monitoring Sheet

1: Not demonstrated
 2: Somewhat demonstrated
 3: Consistently demonstrated

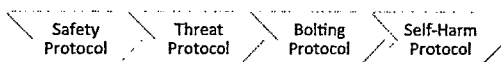
Strategies:
 (Use a strategy to earn a strategy point)
 1. When I am frustrated I will ask for help or a break
 2.

Schedule	Expected Behavior 1 Safe Behavior		Expected Behavior 2 Listen Directions		Expected Behavior 3 Do My Work		Strategy Point * I used a strategy
	Student	Teacher	Student	Teacher	Student	Teacher	
music							

Fostering Teacher Implementation



Crisis Planning



Contact Info:

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The Behavior Code:
A Practical Guide to Understanding and
Teaching the Most Challenging Students



The Behavior Code Companion:
Strategies, Tools, and Interventions for Supporting
Students with Anxiety-Related or Oppositional
Behaviors

Available for Purchase:

Amazon/Kindle
Harvard Education Press
Barnes and Nobles

Transition Support Chart

Transition Support Chart					
Part of the Transition	Transition Warnings	Transition Accommodations	Explicit Instruction	What Has Been Tried	Next Steps/Notes
Stopping the first activity	<ul style="list-style-type: none"> -“Find a stopping place” -“You have time for <i>(insert amount)</i>” -Other: 	<ul style="list-style-type: none"> -Graduated Transition Activity: Warm up, leadership, preferable activity -Limit optional preferred activities - Time activity so it's prior to preferred activity -Use timers so the student can judge if they have time to start a new game, etc. -Provide an agreed upon stopping place prior to starting the activity -Other: 	<ul style="list-style-type: none"> -Teach how to find a stopping place prior to starting an activity -Teach and practice with student how to pick an appropriate activity for the time allotted -Rehearsal and Practice of transitions -Videomodeling -Social stories -Comic Strips -Teach them to ask for “one more minute” rather than act out -Other: 		
Cognitive shift to the next activity	<ul style="list-style-type: none"> -“Picture the next activity” -“What materials are you going to need for science next period?” 	<ul style="list-style-type: none"> -Transition Object -Hold photograph or visual support as a reminder -Self-talk: repeat what “being ready for science” is -Other: 	<ul style="list-style-type: none"> -Rehearsal and Practice of transitions -Videomodeling -Social stories -Comic Strips -Other: 		

	<p>-“For the next activity you will be (location) and will need X”</p> <p>-Other:</p>				
The actual start of the next activity	<p>Countdown</p> <p>Include specifics about materials needed, location and behavior expectations</p> <p>“In a minute we will get your blue math folder and sit at your desk quietly”</p> <p>Other:</p>	<p>-Transition Object</p> <p>-Preview (specify how and what)</p> <p>-Help them start</p> <p>-Graduated Transition Activity: Warm up, leadership, preferable activity</p> <p>-Graduated Transition Activity: Easy work</p> <p>Other:</p>	<p>-Psychoeducation: You have trouble starting an activity</p> <p>-Self-monitor with Strategy list: When I have trouble starting I can.... i.e. ask for help, engage in positive thinking</p> <p>-Rehearsal and Practice of transitions</p> <p>-Videomodeling</p> <p>-Social stories</p> <p>-Comic Strips</p> <p>-Observe the beginning of the lesson while out of the room using technology (Facetime, Skype, Edmodo)</p> <p>-Other:</p>		

The lack of inherent structure and specific expectations during transition time	<p>"It's time to wait, you can ..."</p> <p>"It's downtime"</p> <p>Other:</p>	<p>- Younger kids: Wait bag or wait fidgets</p> <p>- Older Students: Doodle, engage in a cognitive task: think of song lyrics, math facts</p> <p>- Cheat sheet (small card with a list of waiting strategies)</p> <p>- Transition sponges</p>	<p>- Social Story or role play – about how to know you are being asked to wait</p> <p>- Rehearsal and Practice of transitions</p> <p>- Videomodeling</p> <p>- Social stories</p> <p>- Comic Strips</p> <p>- Other:</p>		
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Case Study: Transition Supports For Sam

1. Read the following scenarios and, using the Transition Support Chart Exhibit 3.1, to answer the questions about Sam's transition.

Sam:

Sam was allowed to go on the computer during indoor recess. Ms. Parker announced that recess would be over in five more minutes and then the class would start writing. Even after a countdown warning and several other attempts, Sam refused to get off the computer. Ms. Parker told Sam that she had asked him several times to get off and that he wasn't listening to directions. She then told him he was not going to be able to have access to the computer tomorrow, since he is not proving he can handle the privilege.

Sam did not get off the computer and sit down at his desk until his game ended, ten minutes into writing class. He sat at his desk and stared out the window. Ms. Parker told Sam that he was wasting time, and he needed to get a pencil out. Sam began fidgeting with the contents of his desk and announced his pencil was missing. Ms. Parker gave him a new pencil. Sam wrote his name on his paper and then asked to go to the bathroom. Ms. Parker said he could go. Eight minutes later Sam returned to class, sat down, and immediately got back up and retrieved a tissue from the tissue box across the room. Sam walked back to his desk and sat there fidgeting with his shoelace for the next five minutes. Ms. Parker asked the students if there was a volunteer that wanted to read their story to the class. Sam asked if he could go to the bathroom. Ms. Parker said he needed to wait.

1. The countdown transition warning wasn't effective to help Sam stop playing the computer. Why? What transition warning would you recommend for him?
2. Would Sam benefit from some cognitive shifting support? If so, what are some clues that suggest this? Which supports would you use?
3. Sam was able to independently write his name on his paper, but then didn't produce work for the rest of the period. How would you support Sam's initiation? Would a transition warning be enough? Does he need accommodations? If so, which ones?
4. Does Sam have difficulty during downtime? What are some clues that suggest this?
5. Does Sam require explicit instruction around transitions? If so, which part(s) of the transition does he require instruction in, and how would you teach these skills?

Replacement Behavior Practice

Guidelines:

- The replacement behavior must *achieve the same results* as the inappropriate behavior (e.g., escape from a demand).
- The replacement behavior should be *as efficient* at getting the desired outcome as the inappropriate behavior.
- The replacement behavior needs to be *within the student's ability*.

Let's Practice. Decide if the replacement behavior listed will work and if not please correct.

Undesirable Behavior	Replacement Behavior	Edited Replacement Behavior
Steve goes to the bathroom for eight to ten minutes at least once during class	Teacher refuses to allow him to go and tells him to wait until the end of class	
Carla walks out of class to see the social worker when upset	Teacher asked her to raise her hand, wait to be called on, and then she will be able to go	
Tim bangs his fist on the desk until teacher comes over and tells him to stop	Teacher tells him to put his head down quietly if he isn't going to do work	
Sam will walk out of class during work periods	Teacher asked him to ask for help when frustrated	
Bruno puts his head down and often falls asleep during class	Teacher asks him to write his feelings down in a notebook instead of shutting down	

Devan's Behavior Support Plan

Proactive strategies to control antecedents and teach flexibility:

- Set up schedule before Devan arrives at school so he knows what is expected throughout the day.
- Point out when Devan uses flexible social thinking skills, i.e.:
 - "Today in math you were listening with your eyes, ears, and body, that is called whole body thinking. Nice job"
 - Thanks for being flexible with changing your seat
- A quiet/private distraction free space should be provided outside of the space where Devan does his academic work. This space should be for taking quiet breaks, to process his day, and have private conversations. This space should mimic classroom as much as possible.

Behavior Support Plan:

- The system is designed to give concrete feedback almost immediately following positive or negative behaviors.
- Devan earns checks on a point sheet to record the amount of checks he earns in each class/period.

Checks are awarded every five minutes if Devan is:

- Following directions
- Being safe
- Participating.

After four checks, Devan is permitted a five minute break.

If Devan earns eight checks in a class period, he is allowed a "fun break."

- Fun breaks consist of quiet, fun activities that Devan chooses. Examples of good "fun breaks" are working on a model, art, a board game, or computer time.

If Devan doesn't earn enough checks for a fun break due to negative behavior, he may still have a break but it would be a quiet time with no games.

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Read the following list of questions and discuss whether you would add/change any questions.

Guiding Questions Emphasize Skill-Building

To steer a conversation toward brainstorming teaching underdeveloped emotional, behavioral and social skills, I have found it helpful to follow guiding questions.

The following is a sequence of questions that can allow the teacher and the consultants or other team members to spend the majority of the meeting brainstorming productively.

1. In three sentences or less, what is the behavior of concern?
2. When/where is this behavior/concern most likely to occur?
3. When/where is this behavior/concern least likely to occur?
4. What underdeveloped skills do you think are underlying the behavior/concern (reviewing the IEP and recent test results if any are helpful in answering this question)?
5. What interventions have been helpful and are currently in place to address the underdeveloped skills?
- ~~6. What interventions have been tried and were not helpful after consistent implementation?~~
7. What are the triggers of the behavior/concern?
8. What is the response/result of the behavior/concern typically?
9. List of recommendations to teach and accommodate the underdeveloped skills.
10. Next steps

Catch It Early

In the boxes on the right, mark when and in what way the teacher should intervene with Sam, a ninth grade boy.

1. Ms. Chen greeted Sam as he walked into homeroom. Sam uncharacteristically walked right by her without a response. He sat down and started to do his work.

1.

2. When it was time for math, Sam was partnered with Kelvin. The boys had to be spoken to for being loud and silly. After about 20 minutes the teacher had to separate the boys. Sam finished his work independently.

2.

4. During English class, there was an announcement over the loud speaker that there would be delayed bus service today. Sam told the teacher he was tired and bored and put his head on the desk.

4.

5. Mr. Glasser, the substitute teacher in science class, told the students to pick partners so they could work on the chemistry project. Sam walked out of class without a word.

5.

6. When the classroom assistant, Ms. Andrews followed him out, he told her to stop following him. She told him he couldn't leave the class without asking and he needed to return. Sam charged up to her and punched the wall 2 feet in front of her saying "Stop following me!", "Do you understand English?"

6.

7. The classroom assistant used her cell phone and called the office. When the principal entered the hallway, Sam told her he was just going to the bathroom. The principal invited him into her office to talk.

7.

Work Avoidant Student

Consider a student you are currently working with who is demonstrating avoidance toward schoolwork.
Please use this worksheet to brainstorm interventions for your student.

Initiation				
Accommodations	Strategies		Explicit Instruction	Whom/Where
Persistence				
Accommodations	Strategies		Explicit Instruction	Whom/Where
Help Seeking				
Accommodations	Strategies		Explicit Instruction	Whom/Where

FAIR Behavior Intervention Plan	
Student's Name:	Date:
Targeted Behaviors: <i>(use measurable definitions only)</i> Warning Signs: <i>(list behavior clues that indicate the student may be escalating)</i> 	
F Functional Hypothesis	
<i>Document all instances of targeted behaviors, using ABC data sheet (minimum of ten incidents)</i>	
List Antecedents:	List Consequences:
List Any Setting Events of note: What is the functional hypothesis based on ABC notes (can check more than one)? <div style="display: flex; justify-content: space-around; margin-top: 10px;"><div><input type="checkbox"/> Escape</div><div><input type="checkbox"/> Attention</div></div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"><div><input type="checkbox"/> Tangible</div><div><input type="checkbox"/> Sensory</div></div>	

A

Accommodations

Environmental

Executive functioning

Curriculum

Replacement behaviors:

Underdeveloped skill Development

Regulation of self and self-monitoring

I

Interaction Strategies

R

Response Strategies

Bonus Points will be awarded for the following skills:

Data Collection:

List the target behaviors you will (or will continue to) take data on and which data sheets you will be using:

Implementation Checklist:

On a separate worksheet, Create a corresponding implementation checklist

FAIR Behavior Intervention Plan Collaboration:

Please list all involved team members and their roles in implementing the plan

Staff _____ Role/Responsibility: _____

Staff _____ Role/Responsibility: _____

Staff _____ Role/Responsibility: _____

Signatures:

Staff Signature Date

Parent/Guardian Signature Date



Town of Arlington, Massachusetts

1.3 District Determined Measures (DDMs) will be completed and piloted in all departments that did not pilot DDMs in 2013-2014 in order to monitor student progress over a school year.

Summary:

ATTACHMENTS:

Type	Description
▢ Backup Material	ELA DDM 5 2014
▢ Backup Material	Math DDM 5 2014
▢ Backup Material	Science DDMs

The English Department strives to help students develop their critical thinking skills, as evidenced through their abilities to read increasingly complex pieces of writing with assurance and write increasingly sophisticated pieces of writing with command of both form and substance. We are interested in students being able to approach all forms of written language with confidence. In grades 6 through 12, we use a common rubric to assess students' strengths in writing, reading, and/or language.

GRADES 6-11 (August, 2013)
CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details *Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide.	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).	The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
Writing Written Expression	<p>—The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>—The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.</p> <p>—The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</p>	<p>—The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.</p> <p>—The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas.</p> <p>—The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.</p>	<p>—The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.</p> <p>—The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious.</p> <p>—The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary.</p>	<p>—The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.</p> <p>—The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear.</p> <p>—The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.</p>	<p>—The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.</p> <p>—The student response demonstrates a lack of coherence, clarity and cohesion.</p> <p>—The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.</p>
Writing Knowledge of Language and Conventions	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.

Grades 6--12 DDMs and Common Assessments
English Department
2013-14

Grade	DDMs	Common Assessments
6	Two writing prompts corrected with the same rubric and MCAS	Two writing prompts Grammar
7	Two writing prompts corrected with the same rubric and MCAS	Three writing prompts
8	Two writing prompts corrected with the same rubric and MCAS	Three writing prompts
9	Grammar pre-test and end-of-year and MCAS	Three writing prompts
10	Grammar pre-test and end-of-year and MCAS	Four writing prompts
11	Grammar pre-test and end-of-year and MCAS	Two writing prompts

Grades 1-12 Mathematics DDM's

Matt Coleman

Items of Note

- We attempted to use existing structures and assessments.
- We attempted to automate when possible (Grades 1-2, 4)
- We considered DDM's when reflecting on overall assessment structure.
- We attempted to be strategic when timing the assessment in the classroom.

Types of Assessment	
On-Demand (Paper/Pencil)	An assessment that takes place at a predetermined time and place, usually under standard conditions for all students being assessed. Examples include the SAT, district and state tests, and most in-class unit tests and final exams.
Performance/Project	An assessment based on observations of behaviors or based on work performed on a complex activity.
Writing Prompt/Essay/Rubric	An assessment that requires students to produce a written composition on an assigned topic or in response to a particular prompt. Writing assessments often set prescribed lengths for student responses and are scored using a rubric.
Portfolio	A purposeful and systematic collection of student work that often includes: student participation in the selection of portfolio content, criteria for selection aligned to standards and grade-level expectations through a rubric or other scoring device, criteria for judging merit, and evidence of student self-reflection.
Hybrid	An on-demand assessment that combines of two or more types of assessments - usually a paper-and-pencil or online test coupled with a performance, portfolio, or project assessment.
Other	Use this answer choice in the rare instance where none of the above labels are applicable for the potential DDM.

Selected Response	Students choose the correct response to an item from among two or more options. Selected response items include multiple-choice, true-false, rate/rank, matching, and paired comparison items, among others.
Constructed Response	Students create their own response rather than selecting one from a set of potential responses. Constructed response items, sometimes called open response items, are further differentiated by the length and parameters of the student's response. For example, constructed response items include both short answer and essay questions.
Performance	Performance items direct students to demonstrate capability through a live performance or through the creation of a product, such as a completed lab experiment, research paper, art product, or performance piece.
Student Work Sample	Educators systematically collect student generated products (e.g., writing samples, art work) created during regular classroom activities throughout the year.
Two or more	Use this answer choice to indicate that the DDM includes more than one of the item types above.
Other	Use this answer choice in the rare instance where none of the above labels are applicable for the potential DDM.

Grade 1

DDM Name: AMC #6: Hiding Assessment

Type of Assessment: Performance

Item Types: Constructed Response

Brief Description of Assessment:

One-on-one interview with students to determine if they know parts of numbers quickly. Teacher starts with a number such as five. She asks the student for 5 counters. She covers a number of counters and asks the student how many are covered. She continues with all combinations for this number. She is looking to see if students need to count, are using strategies or have had so much experience with combinations that they know the numbers instantly.

Grade 2

DDM Name: AMC #9: Two-Digit Addition and Subtraction

Type of Assessment: Performance

Item Types: Constructed Response

Brief Description of Assessment:

One-on-one interview with students to determine if they can use the concept of tens and ones to add two digit numbers, by mentally breaking them apart and reorganizing them into the total number of tens and ones when the problem is presented 1) using models, 2) with models covered and 3) symbolically.

Grade 3

DDM Name: Array

Type of Assessment: Performance

Item Types: Constructed Response

Brief Description of Assessment:

Students look at a 6 by 4 array and determine how many boxes there are. Teachers are looking to see if students are finding the answer by skip counting, repeated addition, breaking array into smaller pieces or using the array to multiply.

Grade 3 Sample

Look at this array. How many boxes are there?

- A. Explain how you solved this problem using numbers and words.
- B. Find a different arrangement of equal groups to make the same number of boxes.

Draw the new array.

Label the dimensions of the array.

Write an equation to represent the array.

Are there any other possible arrangements of equal groups to make this number? If so, list them below.

Teacher notes: *The teacher administers this assessment by asking the questions to individual students. While observing the student responding, please take notes on the rubric and circle the appropriate score in each row. The suggestions on the rubric are intended only to guide your observations. Please record whatever you feel is important information.*

Grade 3 Sample

	Level 2: Partial Command	Level 3: Moderate Command	Level 4: Strong Command	Level 5: Distinguished Command	Teacher Notes
Part A Solution Method	Skip counts by 4's or 6's Example: 4,8,12,16,20...	Combines groups of 4 or 6 Example: $4+4=8$, then add repeatedly	Breaks apart with known facts. Example: $4 \times 5 = 20$, $20 + 4 = 24$	Uses array to multiply. Example: $4 \times 6 = 24$	
Explanation: Mathematical Reasoning	<ul style="list-style-type: none"> Incomplete response. Not all steps are included. Explanation is partially connected to pictures and numbers 	<ul style="list-style-type: none"> Accurate response. Most steps are included. Explanation is mostly connected to pictures and numbers 	<ul style="list-style-type: none"> Accurate response. Explains all steps of the solution. Connects their explanation to the picture or their numbers. 	<ul style="list-style-type: none"> Accurate response. Clearly and completely explains all steps of the solution. Connects their explanation to the picture and their numbers. 	
Explanation: Mechanics <ul style="list-style-type: none"> Vocabulary Symbols Labels 	Limited use of grade-level vocabulary, symbols and labels	Some use of grade-level vocabulary, symbols and labels	Correct use of grade-level vocabulary, symbols and labels	Advanced use of grade-level vocabulary, symbols and labels	
Part B	<i>Student has one of the following bullets:</i> <ul style="list-style-type: none"> Accurately draws a new array Correctly labels the dimensions Writes an accurate 	<i>Student has two of the following bullets:</i> <ul style="list-style-type: none"> Accurately draws a new array Correctly labels the dimensions Writes an accurate 	<ul style="list-style-type: none"> Accurately draws a new array Correctly labels the dimensions Writes an accurate equation to represent the drawn array 	<ul style="list-style-type: none"> Accurately draws a new array Correctly labels the dimensions Writes an accurate equation to represent the drawn array 	

Grade 4

DDM Name: Comparing Fractions

Type of Assessment: Performance

Item Types: Constructed Response

Brief Description of Assessment:

Students compare different sets of fractions. Teacher is looking to see if they can use the following strategies: common denominators, comparing to a benchmark of $\frac{1}{2}$, common numerators, comparing fractions to a benchmark of 1 when each fraction is one piece away from the whole.

[Grade 4 Link](#)

Grade 5

DDM Name: Fraction Word Problems

Type of Assessment: Performance

Item Types: Constructed Response

Brief Description of Assessment:

Students solve fraction word problems that require adding with unlike denominators, dividing and multiplying by drawing a diagram, explaining their thinking and by writing an equation.

Grades 6-12

DDM Name: Core Concepts and Skills

Type of Assessment: On Demand

Item Types: Multiple Choice and Constructed Response

Brief Description of Assessment:

The DDM will consist of 5-6 questions that are representative of the core concepts and skills of the grade or course. The questions will be written into the initial diagnostic, the midyear exam and the final exam. The intent will be to monitor the achievement and growth of the students through the three benchmarks.

[Grade 7 Data](#)

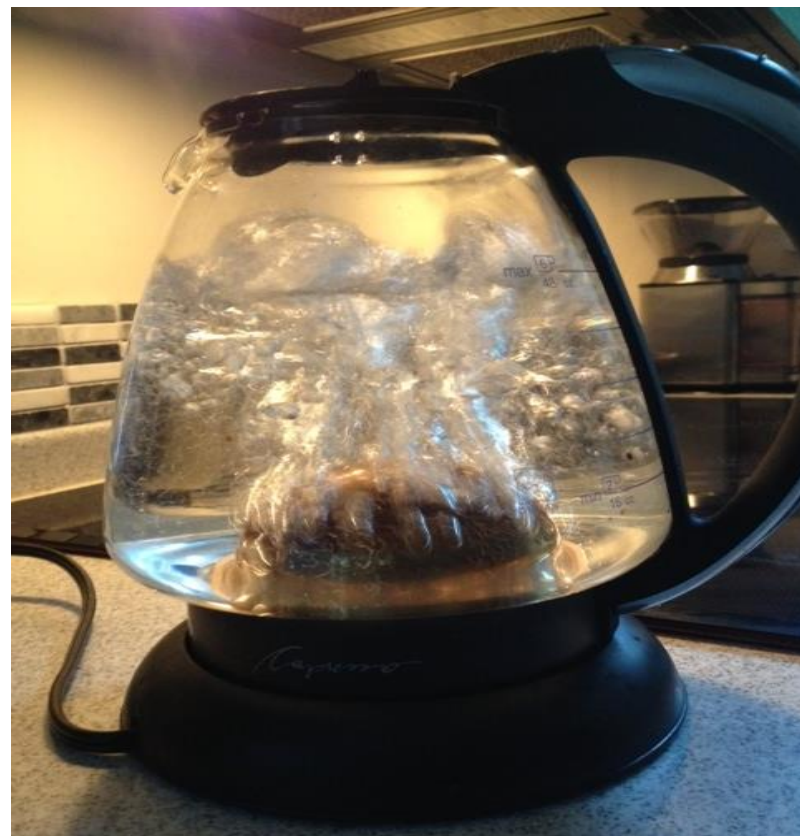
Primary Areas Of Focus for DDMs in the Science Department Arlington Public Schools 2013-2014

- Analysis of Pre/Post test data on topical units, semester, or yearly basis
- Analysis of student growth in reading, writing, interpretation or communication skills

Chemical Misconceptions Inventory

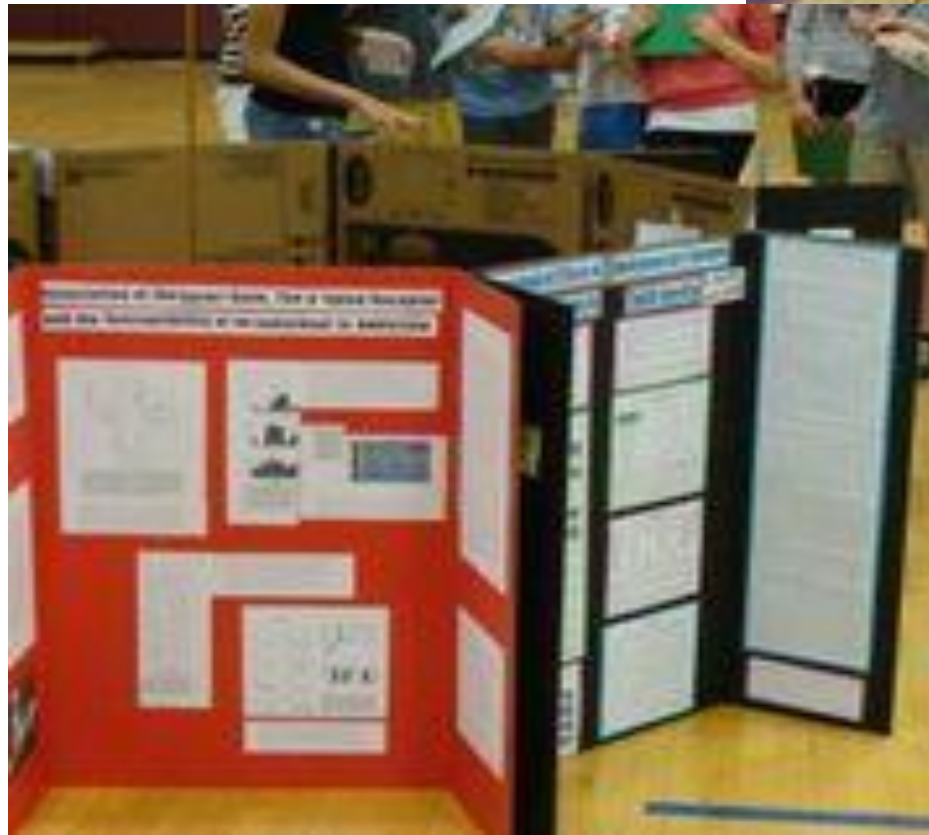
Question 2.

A beaker of pure water has been boiling for 30 minutes. What is in each of the bubbles in the boiling water?



- A. Air B. Oxygen gas and Hydrogen gas
C. Oxygen D. Water vapor E. Heat

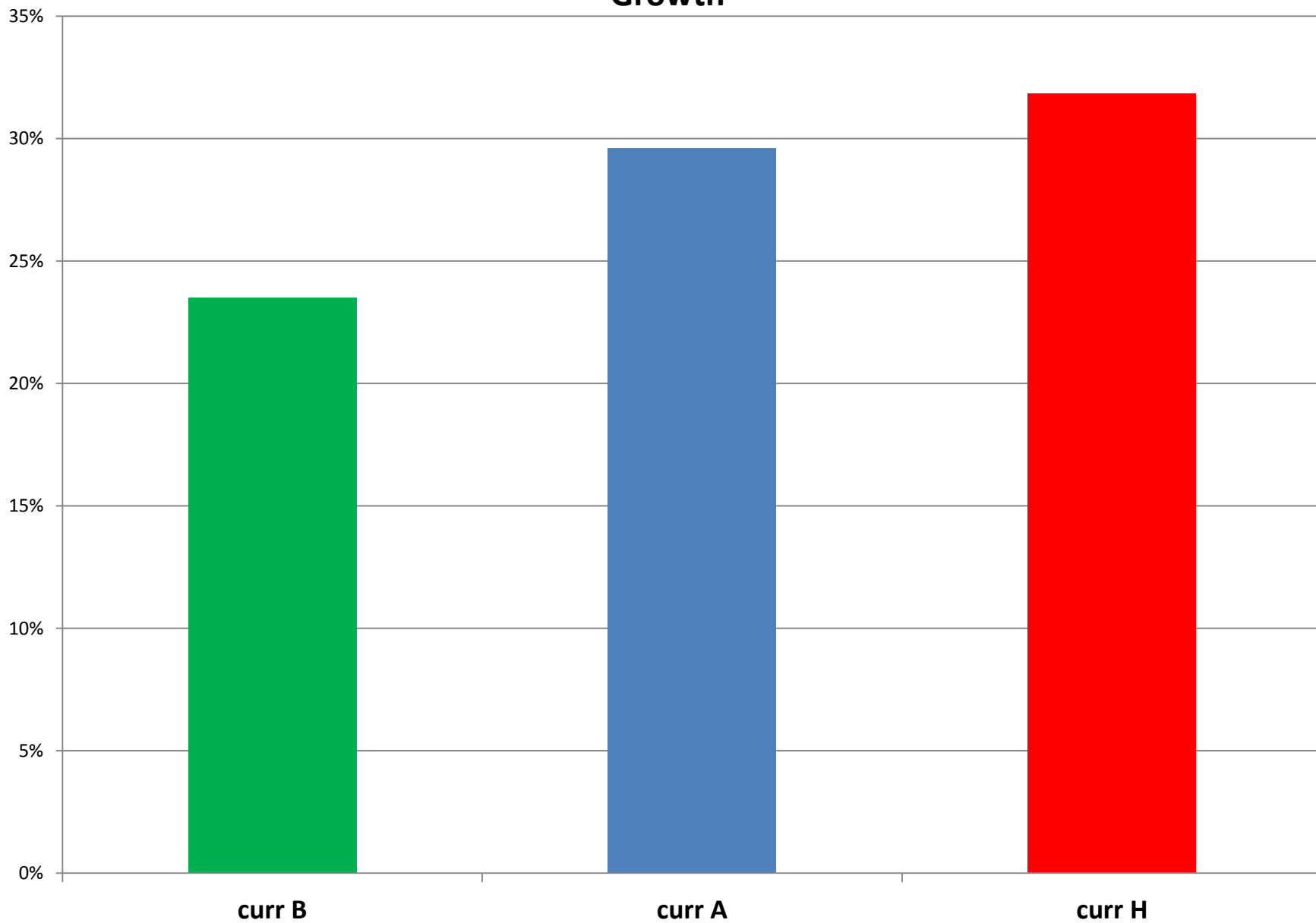
Recent piloting of Bio Symposium

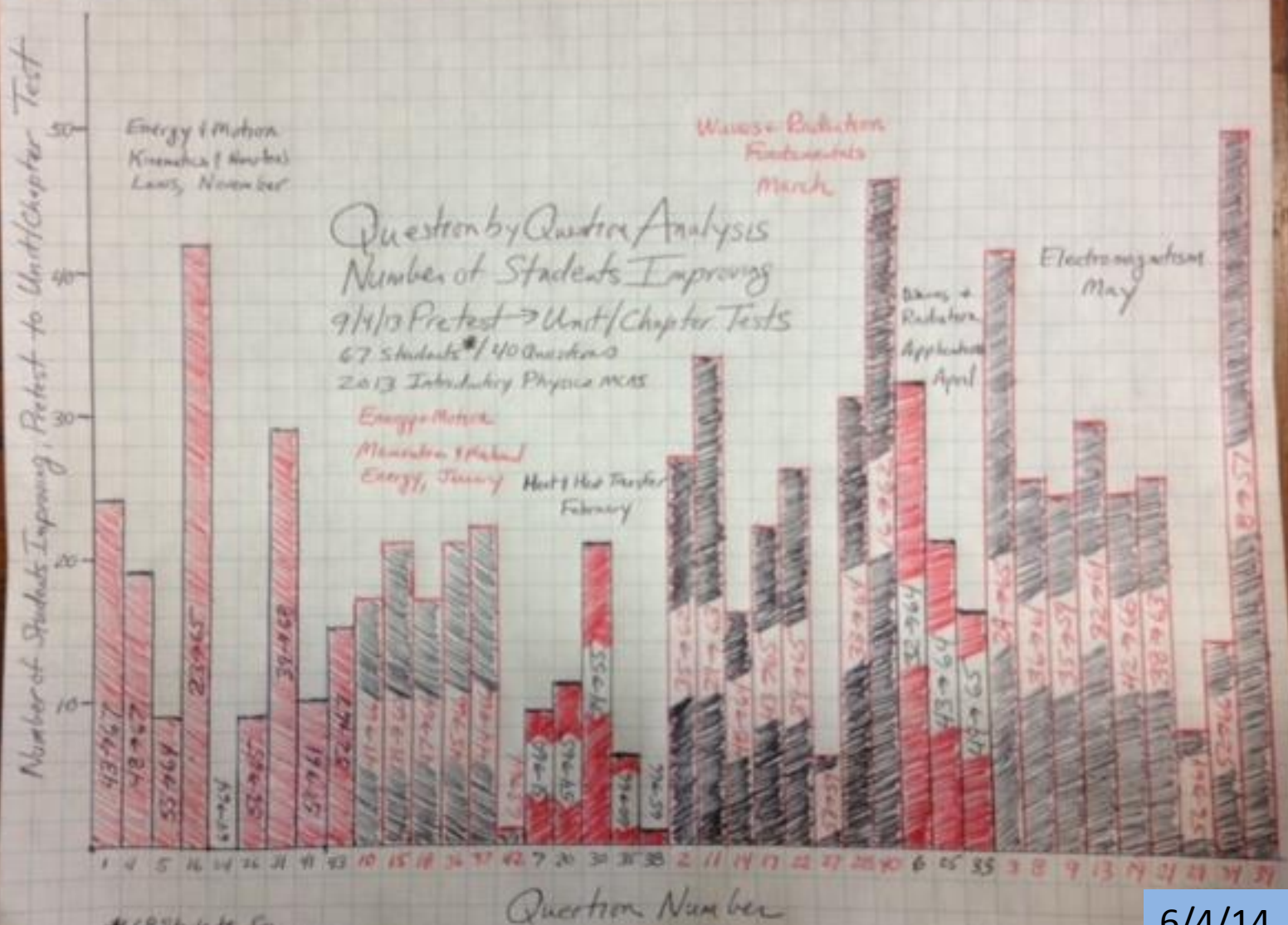


**An extension of
The Journal Club**

Gr 9 Physical Science DDM Semester 1

Growth





6/4/14

CER writing, Gr 8 2013/2014

• Your claim (1 sentence)
 • If your hypothesis was supported (1 sentence)
 • Your evidence (summarize the data that supports your claim and explain why, at least 2 sentences)
 • Possible conditions that may have affected your results and/or errors that may have occurred during your lab (at least 1 sentence)

All the cubes had different densities even though they had the same volume. This supported my hypothesis as all the volumes were 15 cm^3 , but the cubes had many different densities: it varied from 4.5 g/cm^3 to 1.4 g/cm^3 . The triple beam balances are old so they might be slightly inaccurate. All the cubes were made of different materials.

Why did you have many different densities? What could you do to support besides densities?

-30 0

Fall

The Molecular Connection
 The more differences found in different species amino acids, the longer ago they shared a common ancestor. My hypothesis was supported. It is commonly believed among scientists that all animals originated from one common ancestor. This is a common theory because it is supported by so much strong evidence. This evidence includes DNA and proteins. All animals have genes and all genes are made up of amino acids. Over time evolution has warped this amino acids/proteins creating new species. The more changes in genetic code or the more "spelling errors" the more different the species are. For example, rhinos, monkeys and humans have only one change and are fairly similar. However, there are all genetic variations between humans and tigers which is evident with how many differences there are between the species. As well as counting the genetic variation you can also see how far two species shared a common ancestor by seeing how far apart they are on the cladogram. However, the theory of evolution isn't proven. Fact, scientists may be completely wrong about the everything which would completely disprove my claim.

J.N. Reppert
 Green

Spring



Town of Arlington, Massachusetts

1.4 In an effort to narrow the achievement gap, APS will provide students in subgroups additional support in order to improve their achievement on the state accountability assessments, as measured at each school by an annual or cumulative Progress and Performance Index (PPI) of at least 75 in the aggregate and in the high needs subgroups.

Summary:

ATTACHMENTS:

Type	Description
Backup Material	ELA Common Assessment

Grades 6--12 DDMs and Common Assessments
English Department
2013-14

Grade	DDMs	Common Assessments
6	Two writing prompts corrected with the same rubric and MCAS	Two writing prompts Grammar
7	Two writing prompts corrected with the same rubric and MCAS	Three writing prompts
8	Two writing prompts corrected with the same rubric and MCAS	Three writing prompts
9	Grammar pre-test and end-of-year and MCAS	Three writing prompts
10	Grammar pre-test and end-of-year and MCAS	Four writing prompts
11	Grammar pre-test and end-of-year and MCAS	Two writing prompts



Town of Arlington, Massachusetts

1.5 Scores for students in the aggregate at each grade level tested on the state accountability assessments in the areas of Mathematics and English Language Arts will evidence a Student Growth Percentile (SGP) of 51 or higher.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Reference Material	MCAS Updated 10 23 2014

Massachusetts Comprehensive Assessment System (MCAS)

Arlington Public Schools MCAS Analysis 2014

*Presented by: Dr. Laura Chesson, Assistant Superintendent
Prepared by: LeiLanie D 'Agostino, Director of Data Integration*

Agenda

- ELA Results: District and Grade-Level
- Math Results: District and Grade-Level
- Science Results: District and Grade Level
- Plans for the 2014 – 2015 School Year

The Massachusetts School Accountability System

Progress and Performance Index (PPI)

based on:

- **Achievement (CPI)**
- **Growth (SGP)**
- **Dropout & Graduation Rates (High School)**

Student Growth Percentile By Grade

Median SGP for ELA and Math by Grade

	ELA	Math
Grade 4*	61	68
Grade 5*	53	60
Grade 6	39	50.5
Grade 7	62	49.5
Grade 8	62	59.5
Grade 10	54.5	60

* Mean of median SGP's for all elementary schools

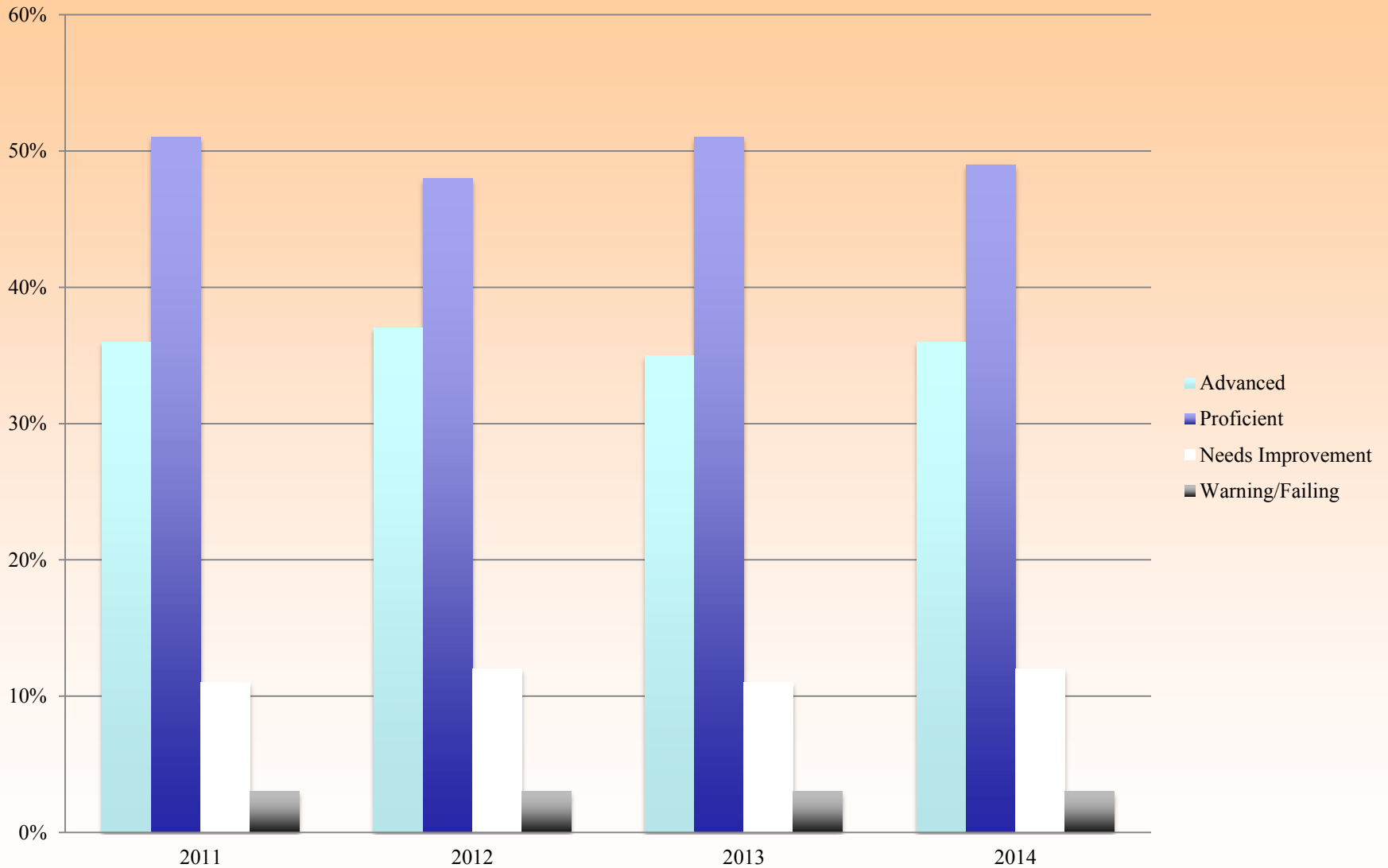
2014 District ELA

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Overall District Performance - ELA

	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
A & P	87%	69%	85%	69%	86%	69%	85%	70%
CPI	95.2	87.2	94.5	86.7	94.9	86.8	94.2	86.7
Median SGP	59.0	50.0	54.0	50.0	56.0	51.0	56.0	50.0

District ELA Performance Over Time



ELA Student Achievement and PPI Points, 2014

All Students • Arlington Public Schools

School	Target CPI	CPI Points 2014	PPI Points	PPI Status
AHS	99.0	99.7	100	Above Target
Ottoson	97.5	95.9	75	On Target
Bishop	95.1	93.2	100	Above Target
Brackett	97.7	95.6	100	Above Target
Dallin	95.7	95.2	100	Above Target
Hardy	95.5	90.7	0	Declined
Peirce	92.7	91.2	75	On Target
Stratton	95.1	89.1	0	Declined
Thompson	93.4	90.7	25	No Change

ELA Student Achievement and PPI Points, 2014

High Needs Students • Arlington Public Schools

School	Target CPI	CPI Points 2014	PPI Points	PPI Status
AHS	95.5	98.4	100	Above Target
Ottoson	91.8	87.0	50	Improved Below Target
Bishop	83.4	76.8	0	Declined
Brackett	96.3	95.3	100	Above Target
Dallin	85.0	85.6	75	On Target
Hardy	91.0	81.1	0	Declined
Peirce	84.5	73.8	0	Declined
Stratton	84.0	75.5	0	Declined
Thompson	84.1	82.0	25	No Change

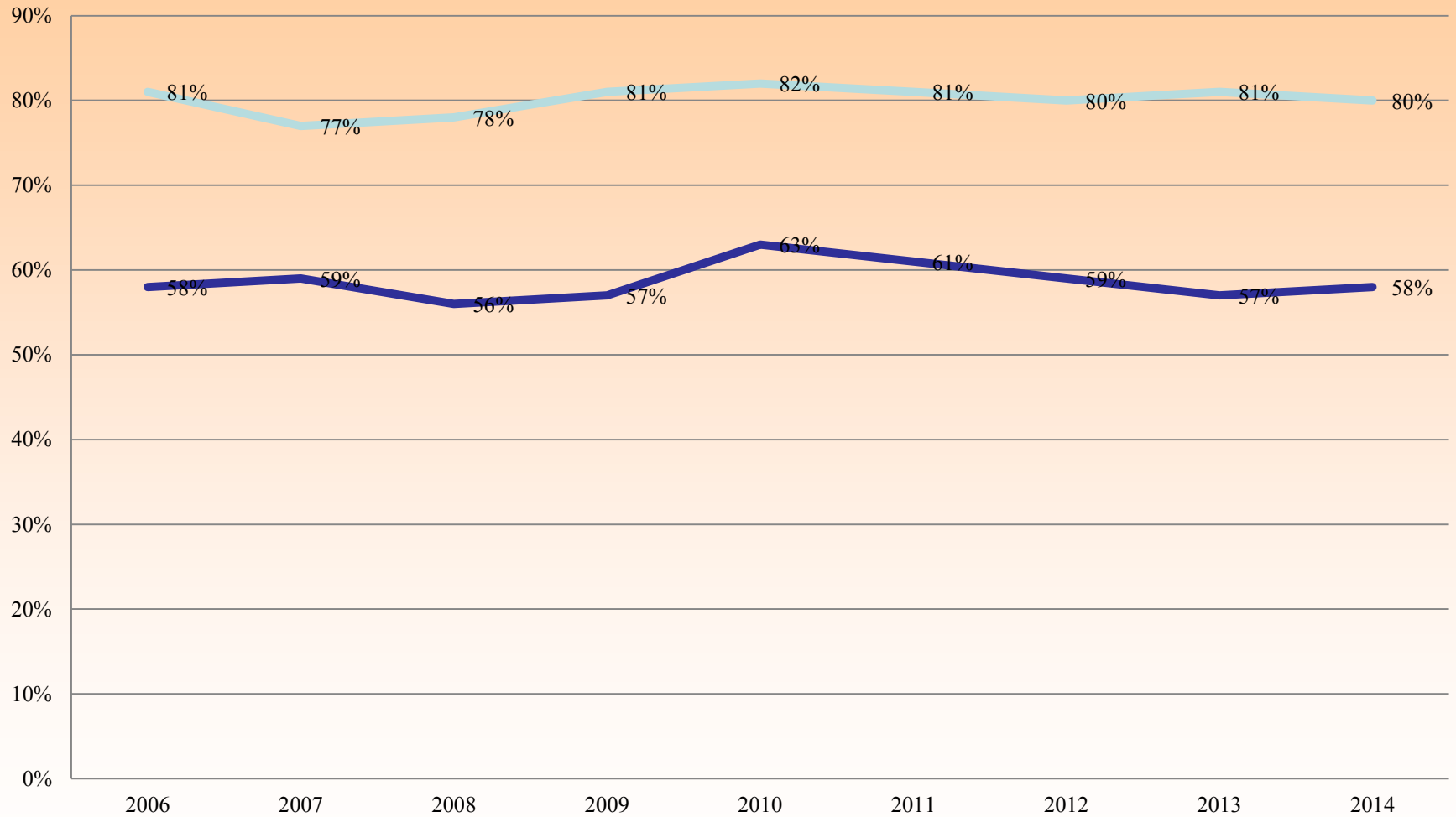
ELA Growth and PPI Points, 2014

Arlington Public Schools

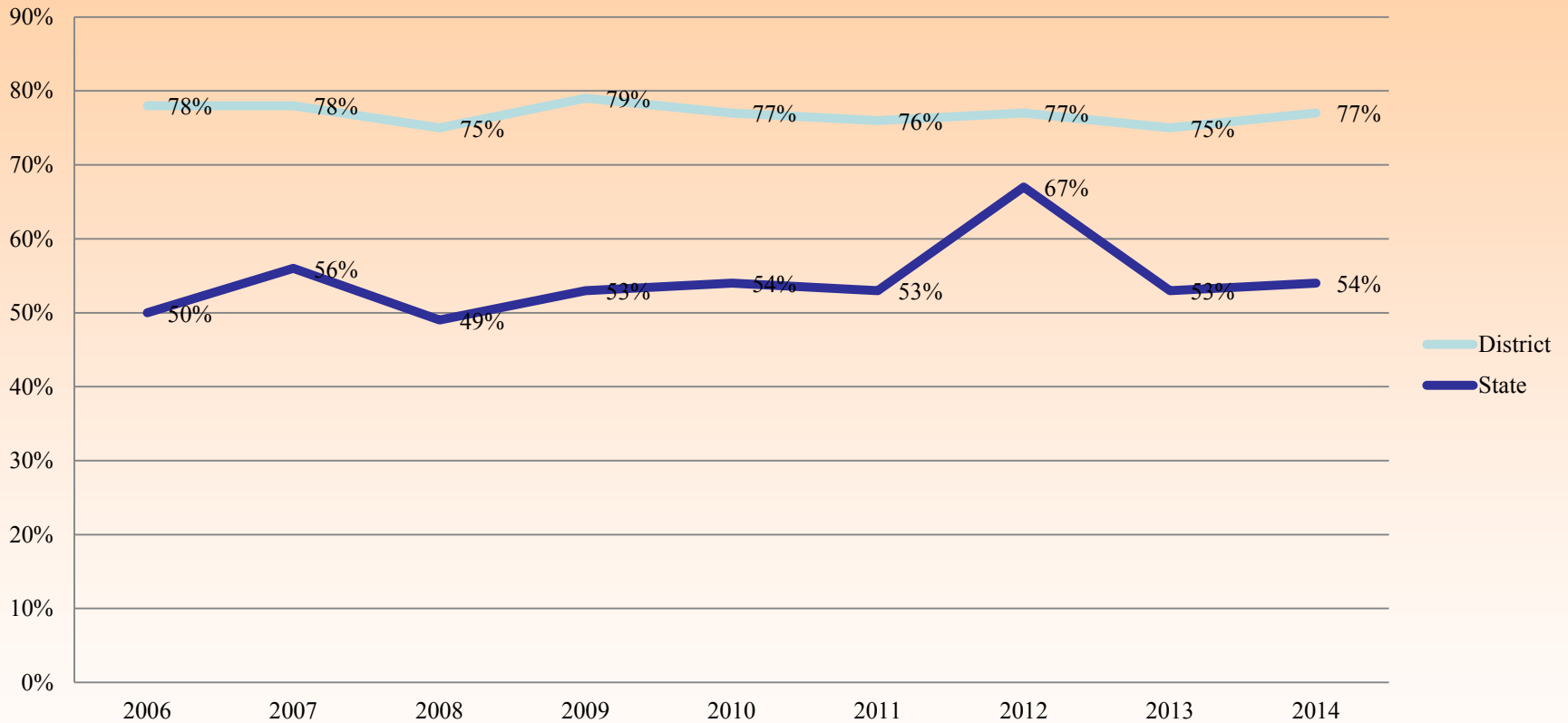
School	Median SGP All	PPI Points All	Median SGP High Needs	PPI Points High Needs
AHS	55	75	48	75
Ottoson	56	75	51	75
Bishop	68	100		
Brackett	51	75	47	50
Dallin	56	75		
Hardy	56	75	41.5	50
Peirce	61	100		
Stratton	51	75		
Thompson	58	75	49	50

ELA Performance By Grade Level

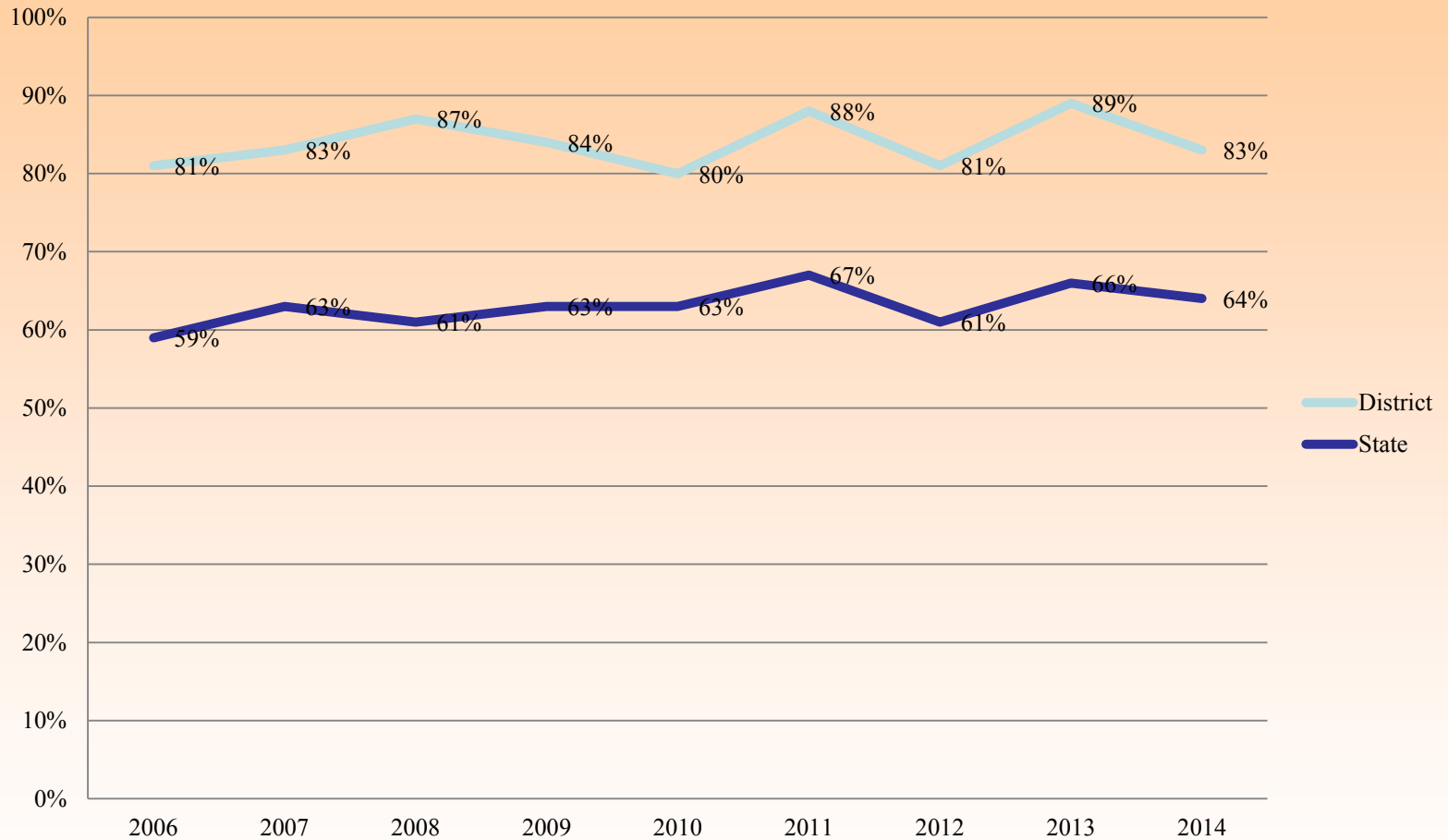
District vs. State ELA Grade 3 Percent Proficient & Advanced



District vs. State ELA Grade 4 Percent Proficient & Advanced



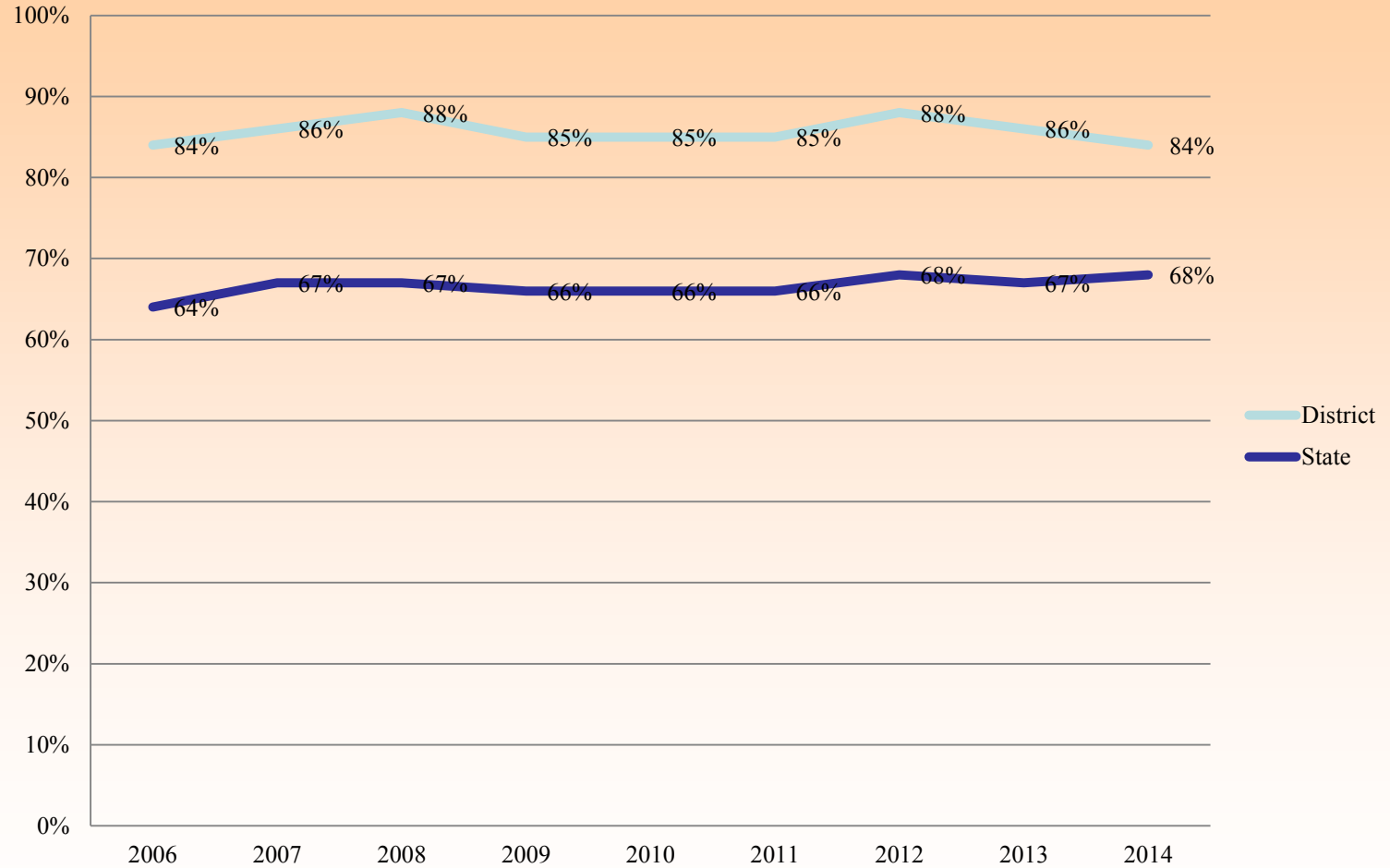
District vs. State ELA Grade 5 Percent Proficient & Advanced



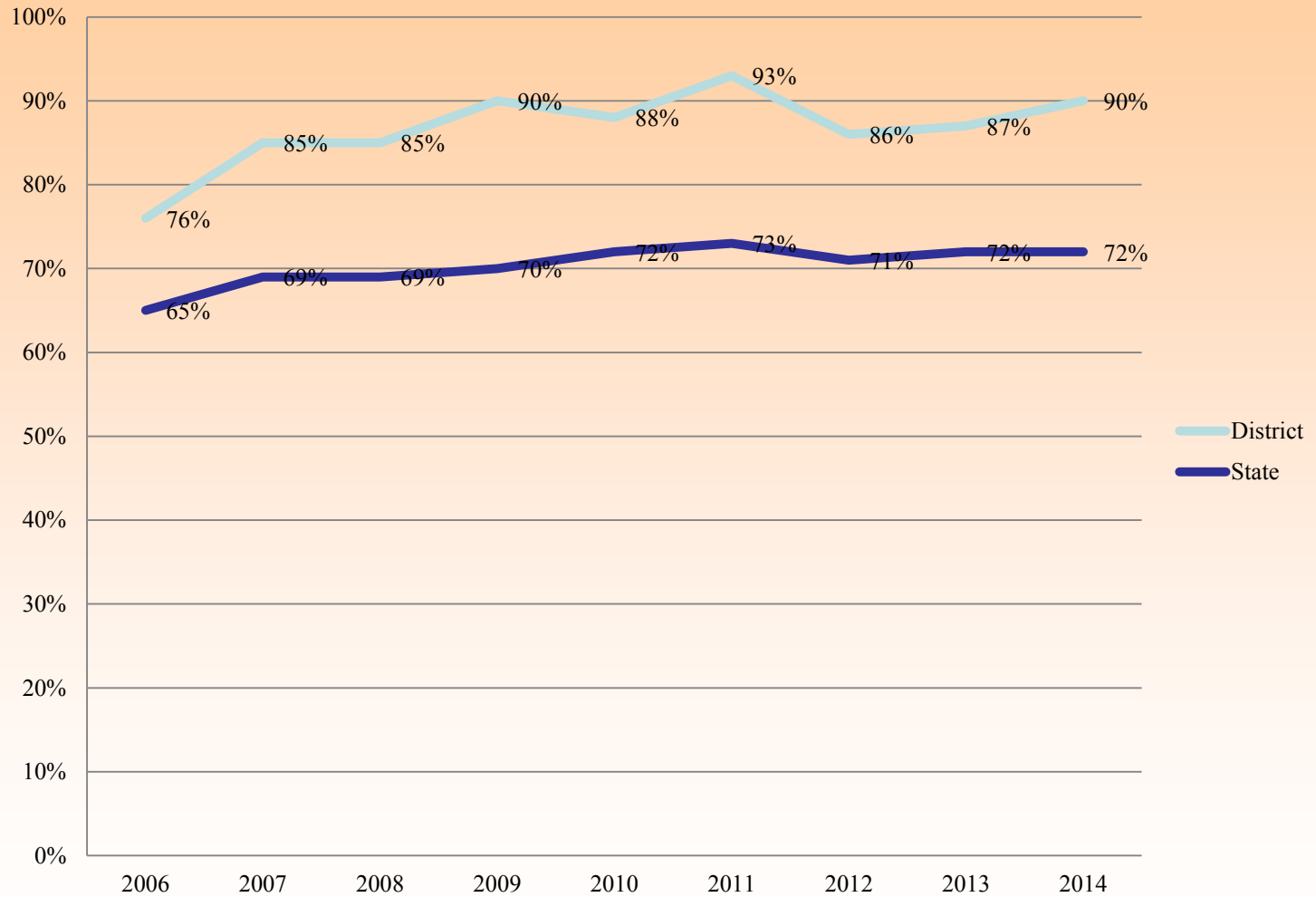
Elementary SGP By School

School	Grade 4		Grade 5	
	ELA	Math	ELA	Math
Bishop	71	80	66	78
Brackett	65	68	42	47.5
Dallin	64	64	51	43.5
Hardy	57	53	56	60
Peirce	59.5	75.5	63	69
Stratton	45	67	53	61
Thompson	77.5	64	52.5	44
Average	61	68	53	60

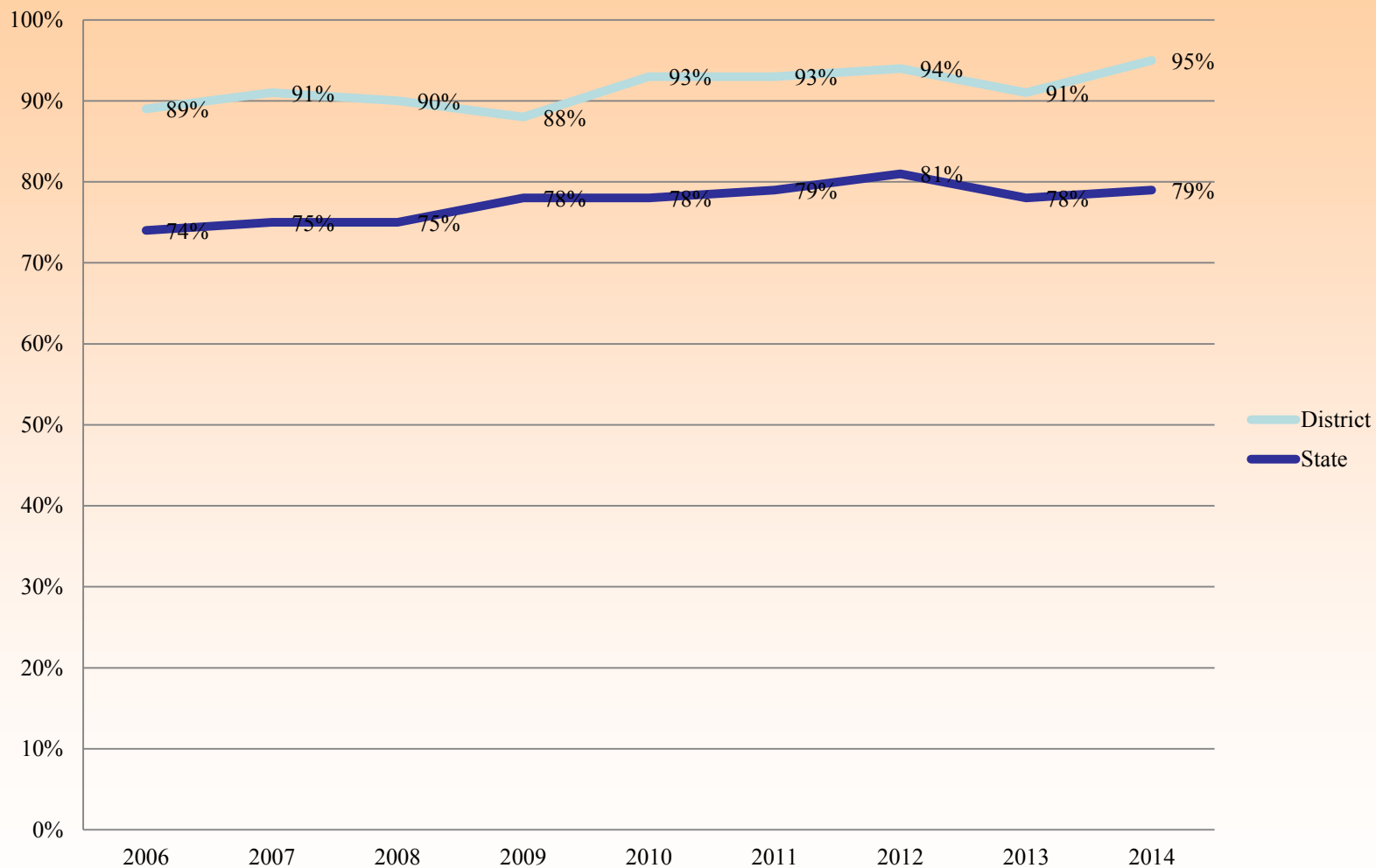
District vs. State ELA Grade 6 Percent Proficient & Advanced



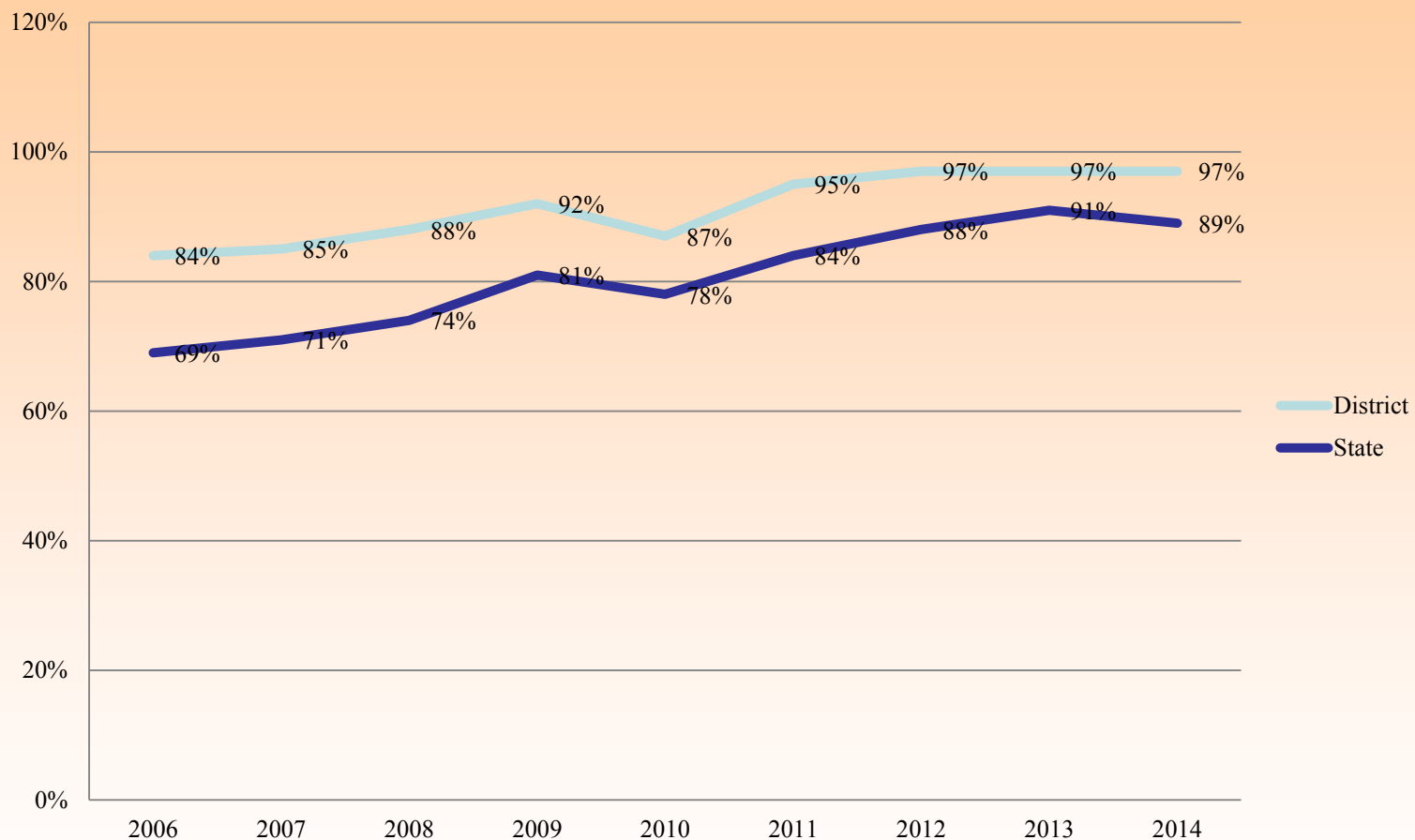
District vs. State ELA Grade 7 Percent Proficient & Advanced



District vs. State ELA Grade 8 Percent Proficient & Advanced

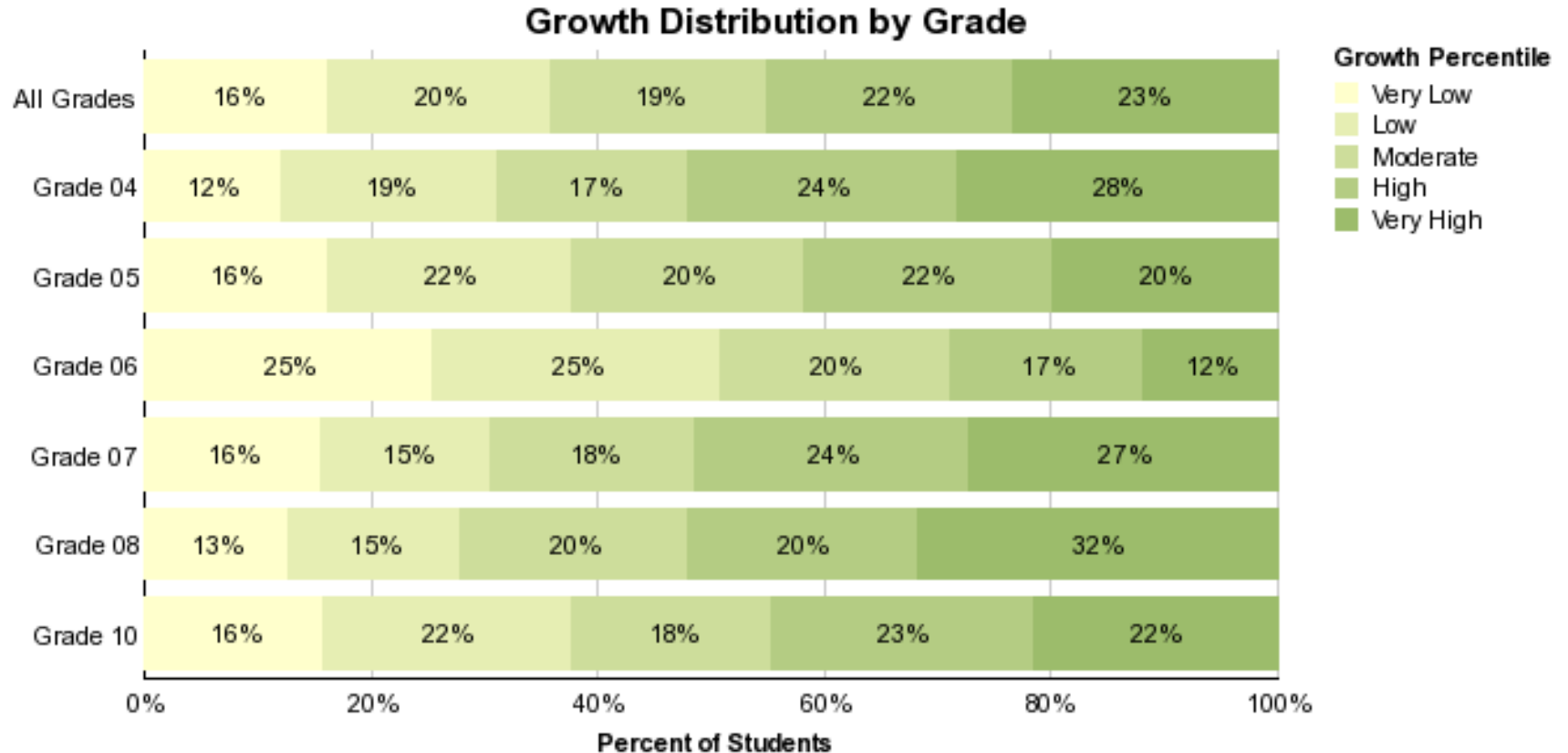


District vs. State ELA Grade 10 Percent Proficient & Advanced



ELA Growth By Grade Level

ELA Growth Distributions – MCAS 2014



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

ELA Growth Distributions – MCAS 2014

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades	335	406	390	449	482	56.0	2,062	85	2,661
Grade 04	46	73	65	91	108	61.0	383	77	424
Grade 05	64	86	81	87	79	53.0	397	83	420
Grade 06	86	86	68	58	40	39.0	338	83	355
Grade 07	56	54	65	87	98	62.0	360	88	384
Grade 08	39	46	62	62	97	62.0	306	93	321
Grade 10	44	61	49	64	60	54.5	278	97	310

APS Reading/ELA

Percentage of Student Scoring Advanced

	Gr. 3		Gr. 4*		Gr. 5		Gr. 6		Gr. 7*		Gr. 8		Gr. 10*	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2006	35%	18%	19%	8%	30%	15%	20%	10%	10%	10%	23%	12%	39%	16%
2007	26%	14%	24%	10%	31%	15%	21%	9%	16%	9%	29%	12%	41%	22%
2008	37%	15%	18%	8%	30%	13%	32%	15%	24%	12%	23%	12%	48%	23%
2009	27%	12%	31%	11%	37%	15%	31%	16%	25%	14%	35%	15%	54%	29%
2010	29%	14%	33%	11%	43%	16%	30%	15%	23%	11%	42%	17%	53%	26%
2011	22%	11%	20%	10%	40%	17%	39%	17%	36%	14%	45%	20%	62%	33%
2012	31%	15%	26%	13%	34%	17%	40%	18%	37%	15%	38%	18%	65%	37%
2013	26%	12%	23%	10%	41%	18%	28%	16%	22%	12%	46%	20%	68%	45%
2014	27%	12%	32%	13%	33%	18%	29%	16%	30%	11%	37%	14%	72%	41%

2014 English Language Arts MCAS Achievement and Growth for Comparable Districts

District	District Level	% P&A	Students	% High Needs	Median SGP
Arlington	Level 2	85	2661	25.8	56
Belmont	Level 2	88	2216	19.7	58
Brookline	Level 2	83	3217	33.5	59
Lexington	Level 2	91	3629	26.2	61
Natick	Level 2	85	2810	23.3	53
Needham	Level 2	86	2889	20.4	54
Newton	Level 2	87	6629	33.1	56
Wayland	Level 2	89	1516	23.9	59
Wellesley	Level 2	89	2752	22	55
Weston	Level 2	90	1259	22.7	55

ELA Analysis

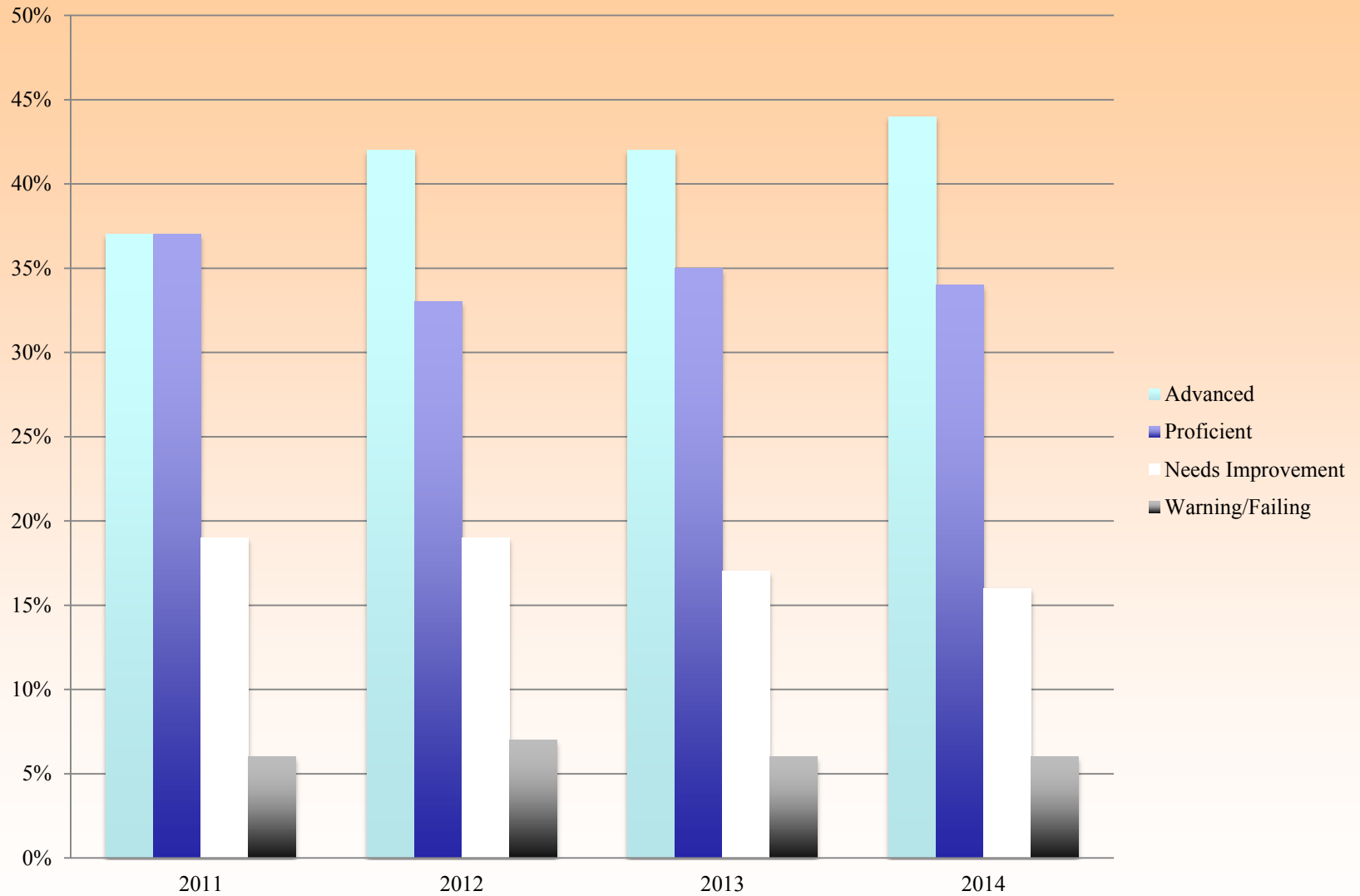
- At elementary and middle school level item analysis indicate issues with discernment in reading: i.e. inference, choosing the “best choice”, choosing the “most likely” choice.
- These are skills which relate to close reading and a high level of reading comprehension.
- Increase in enrollment and loss of 1.0 FTE in order to provide math coaching have resulted in limited capacity for reading teachers to work on comprehension with 4th and 5th graders.
- Student caseload at middle school allows for no work on comprehension except with Level II and Level III students for reading teachers.
- Middle school ELA teachers just beginning training for Lucy Calkins literacy program for middle school

***District Mathematics
2014***

Overall District Performance - MATH

	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
A & P	74%	58%	75%	59%	77%	61%	78%	60%
CPI	89.2	79.9	89.4	79.9	90.4	80.8	90.5	80.3
Median SGP	49.0	50.0	57.0	50.0	54.0	51.0	58.0	50.0

District Math MCAS Performance Levels



Math Student Achievement and PPI Points, 2014

All Students • Arlington Public Schools

School	Target CPI	CPI Points 2014	PPI Points	PPI Status
AHS	98.1	98.5	100	Above Target
Ottoson	89.8	88.8	75	On Target
Bishop	91.5	92.3	75	On Target
Brackett	96.3	95.3	100	Above Target
Dallin	93.4	93.9	100	Above Target
Hardy	93.0	89.1	25	No Change
Peirce	90.0	88.7	25	No Change
Stratton	94.1	89.3	25	No Change
Thompson	92.7	88.7	50	Improved Below Target

Math Student Achievement and PPI Points, 2014

High Needs Students • Arlington Public Schools

School	Target CPI	CPI Points 2014	PPI Points	PPI Status
AHS	92.7	93.0	75	On Target
Ottoson	76.2	74.0	75	On Target
Bishop	85.1	75.0	50	Improved Below Target
Brackett	90.0	87.5	75	On Target
Dallin	83.4	82.8	75	On Target
Hardy	87.5	77.6	50	Improved Below Target
Peirce	83.2	71.3	0	Declined
Stratton	85.1	74.5	25	No Change
Thompson	85.8	80.5	50	Improved Below Target

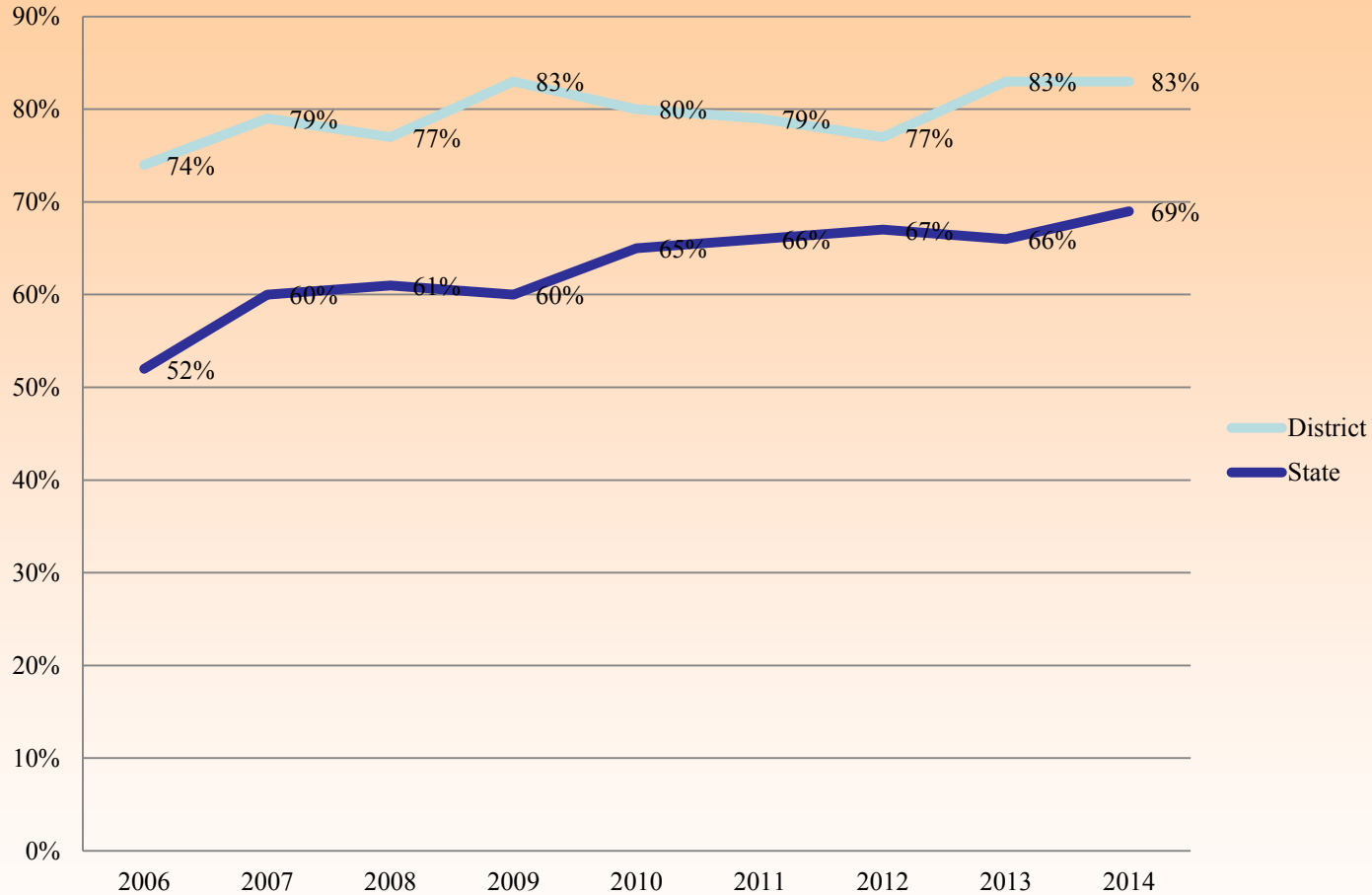
Math Growth and PPI Points, 2014

Arlington Public Schools

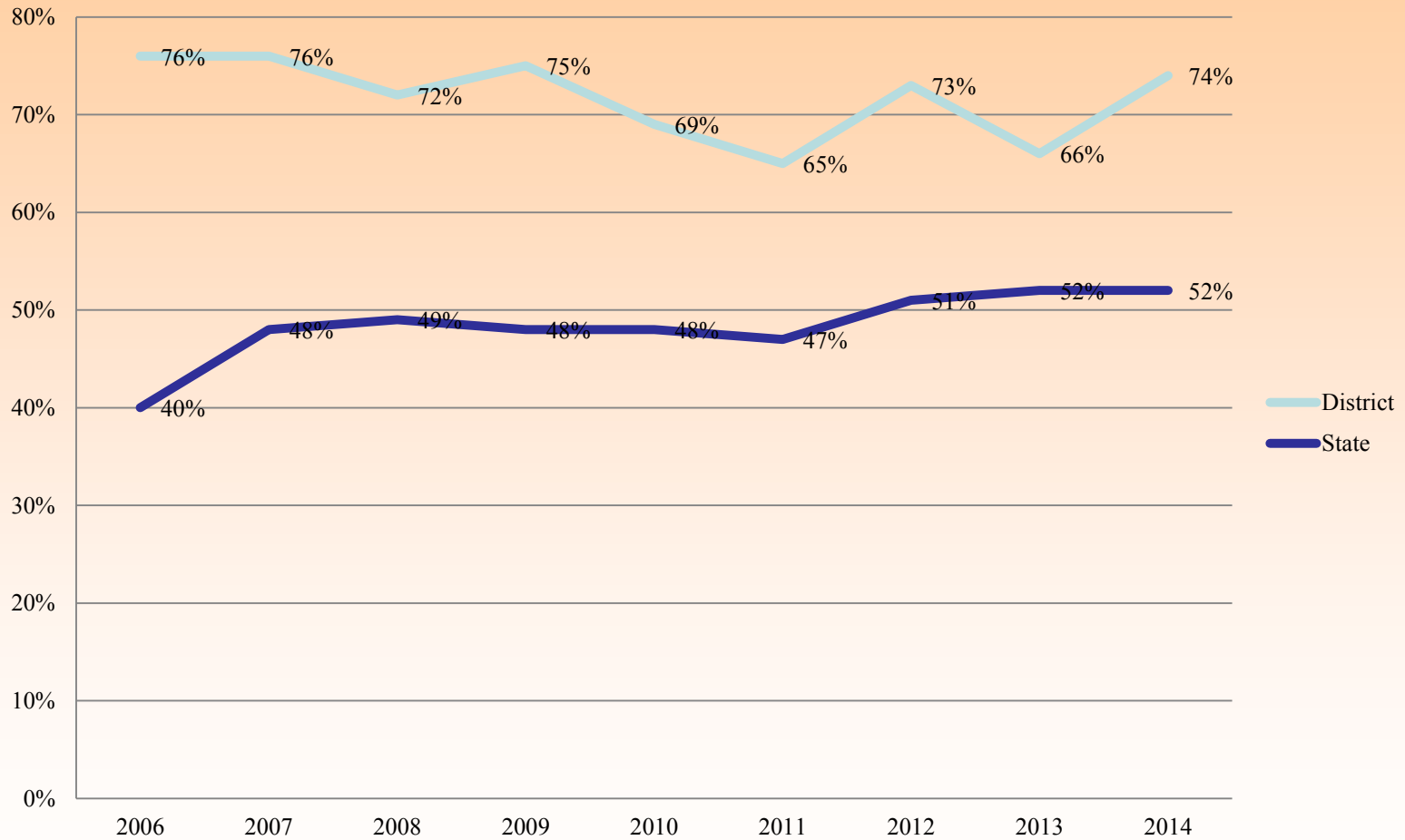
School	Median SGP All	PPI Points All	Median SGP High Needs	PPI Points High Needs
AHS	61	100	64	100
Ottoson	53	75	57	75
Bishop	78	100		
Brackett	61	100	56	75
Dallin	57	75		
Hardy	58	75	50	60
Peirce	69	100		
Stratton	64	100		
Thompson	54	75	56	75

Math MCAS Results By Grade Level

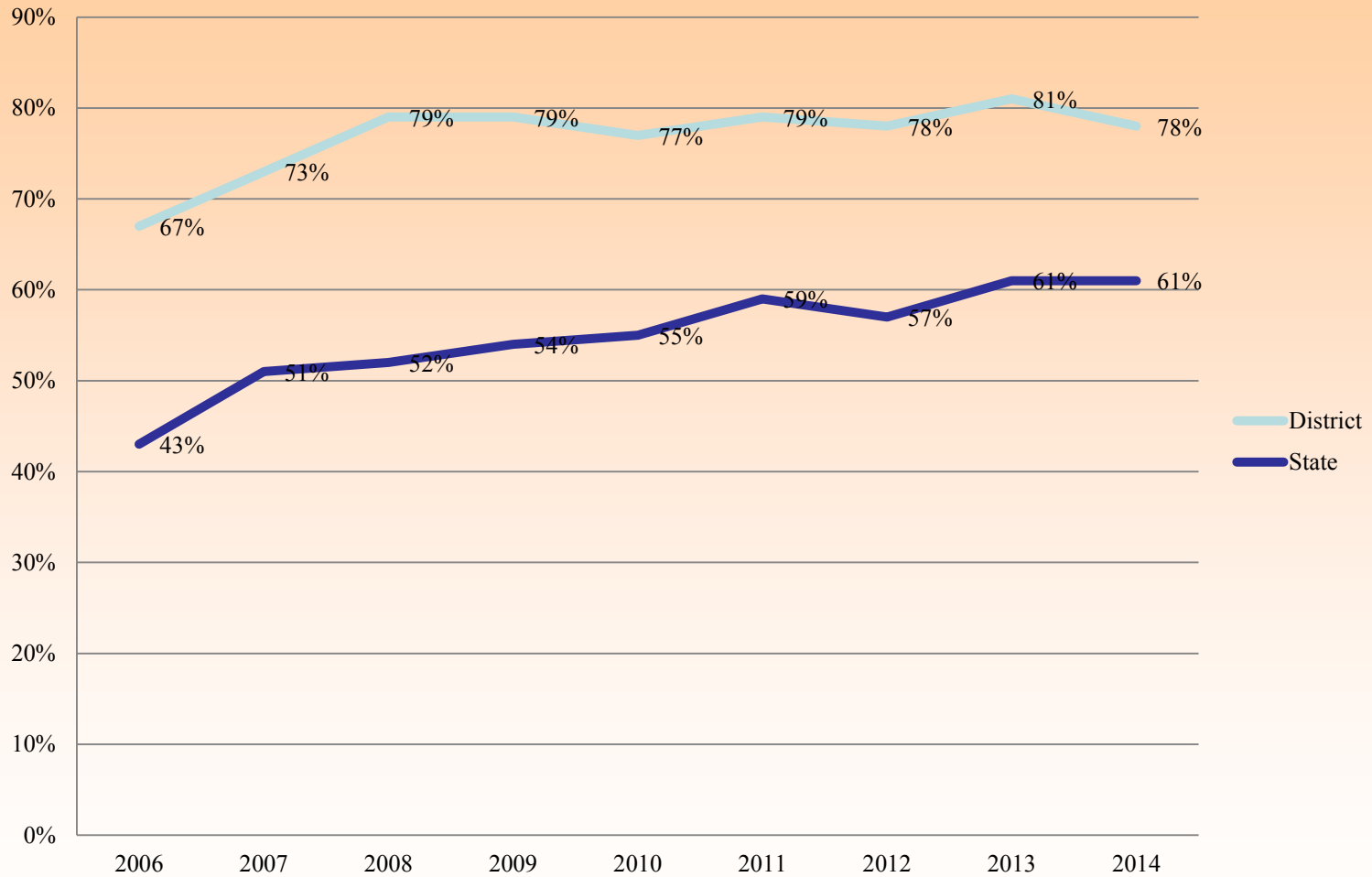
District vs. State Math Grade 3 Percent Proficient & Advanced



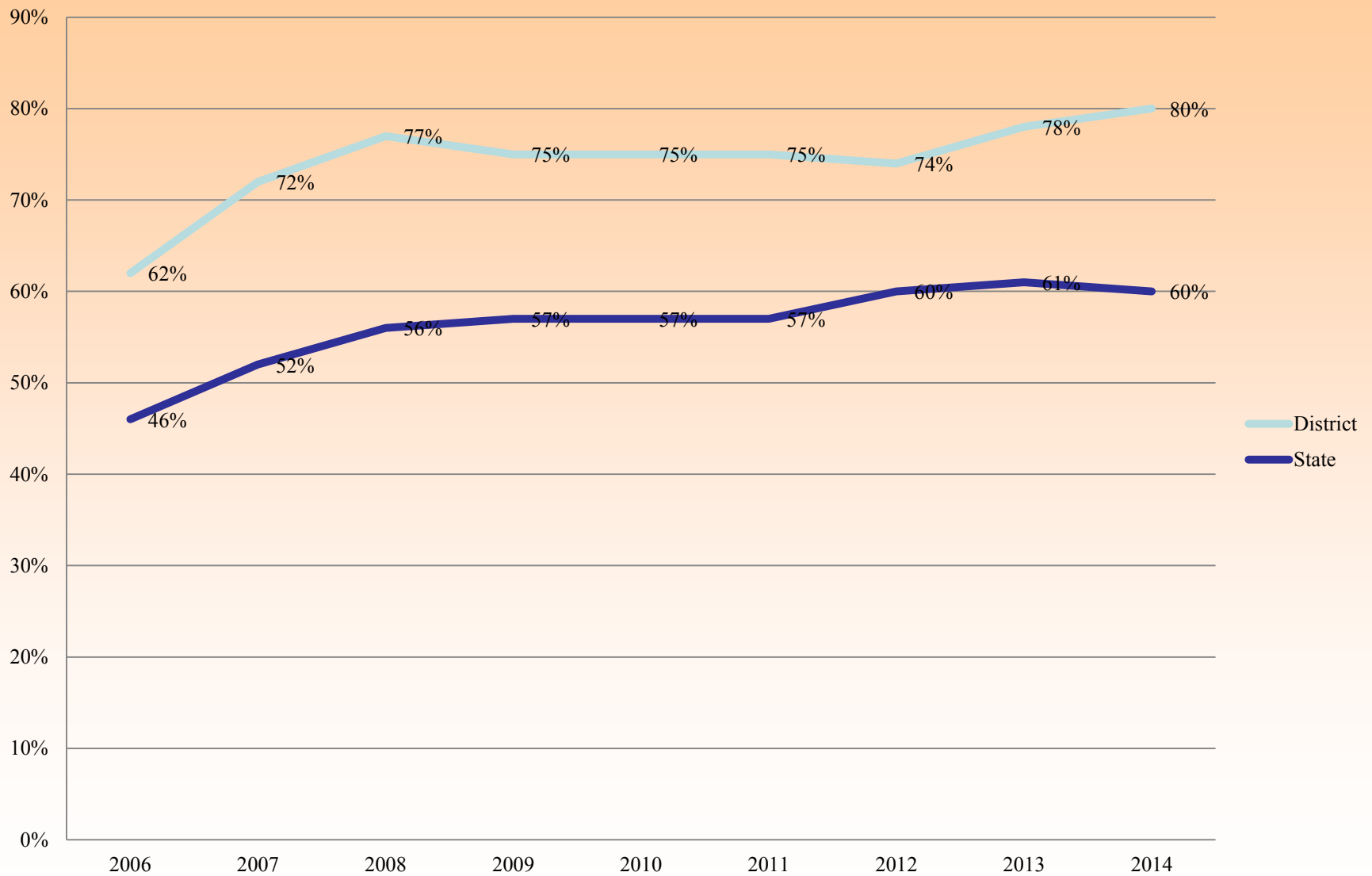
District vs. State Math Grade 4 Percent Proficient & Advanced



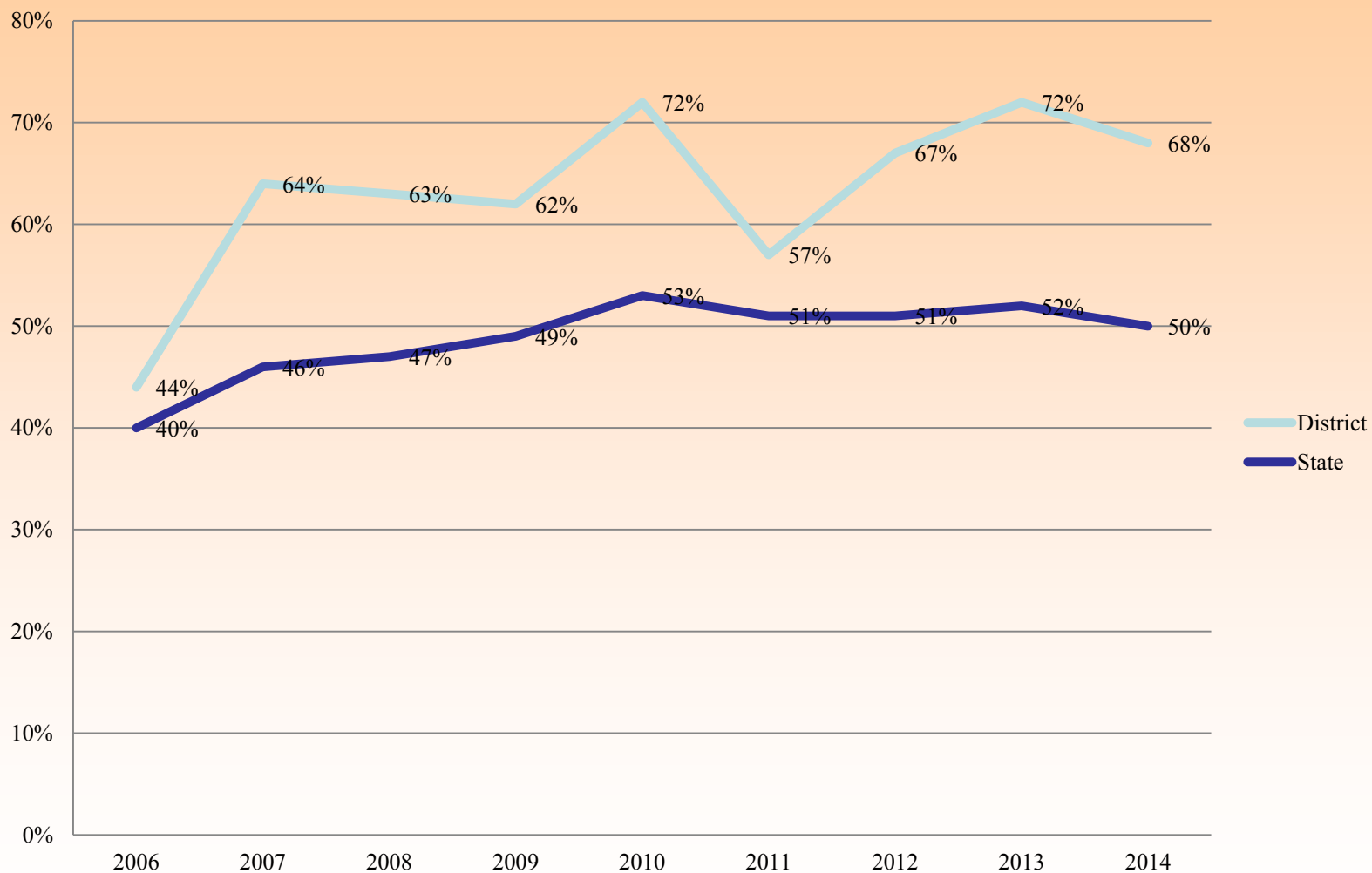
District vs. State Math Grade 5 Percent Proficient & Advanced



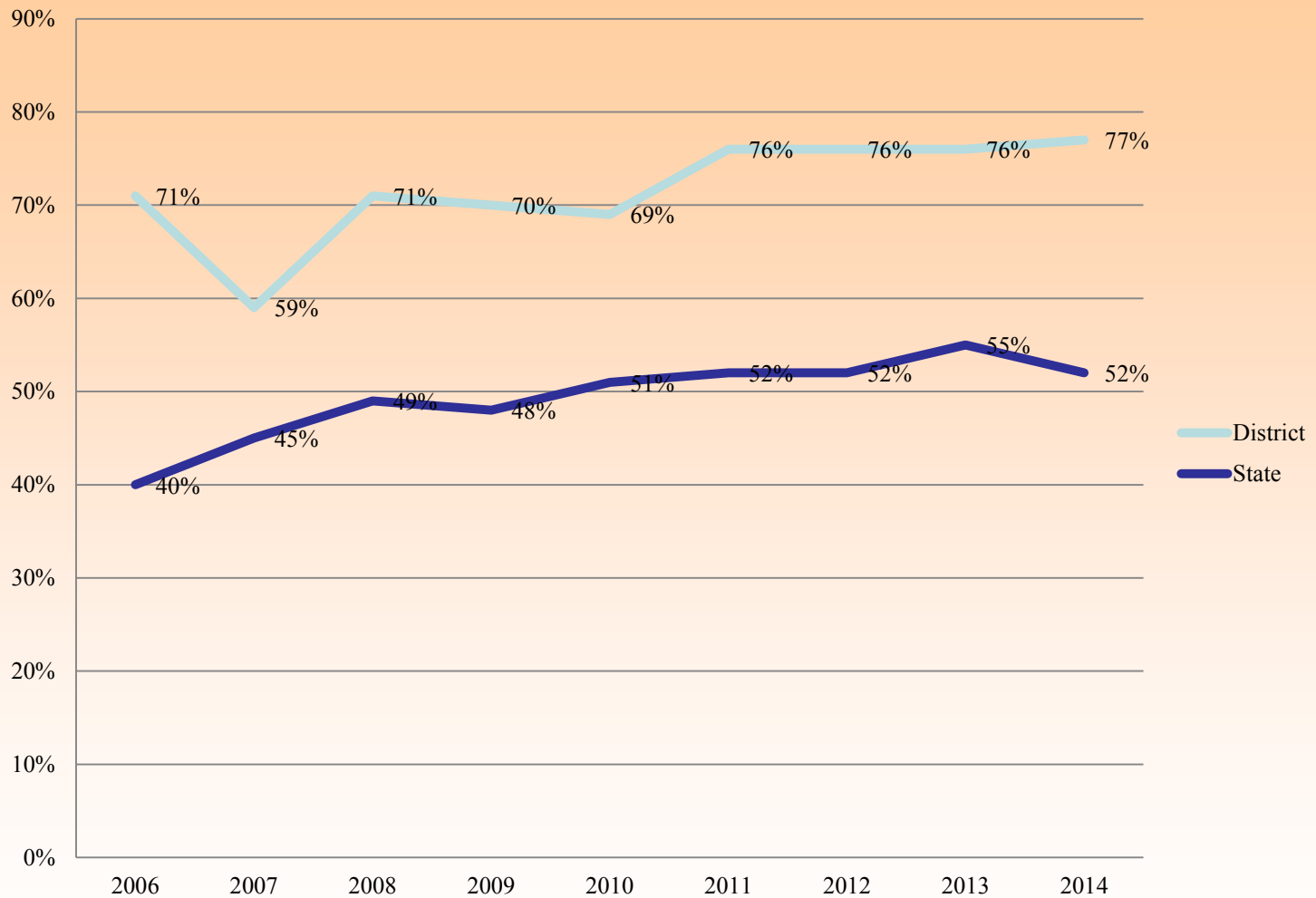
District vs. State Math Grade 6 Percent Proficient & Advanced



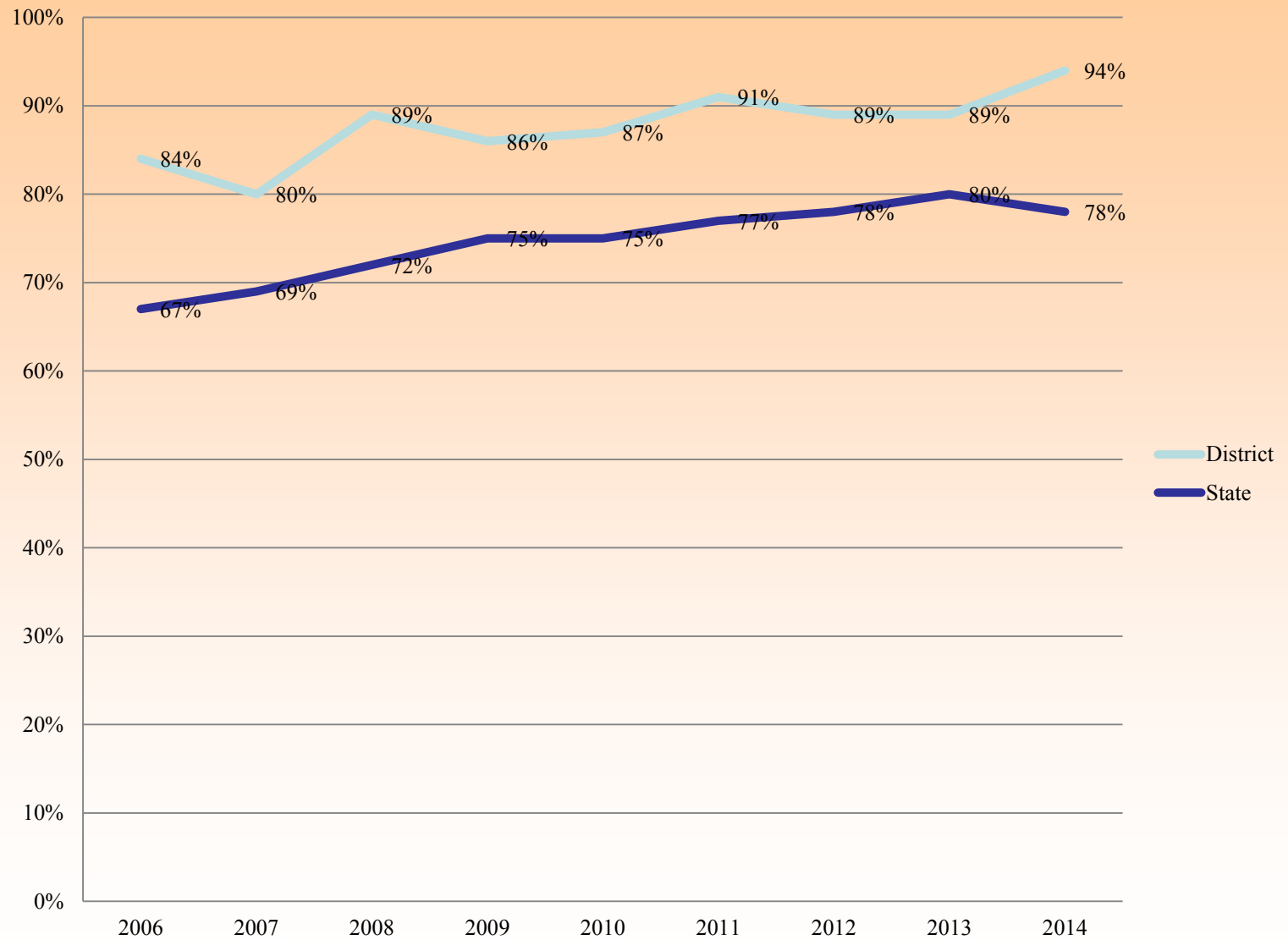
District vs. State Math Grade 7 Percent Proficient & Advanced



District vs. State Math Grade 8 Percent Proficient & Advanced

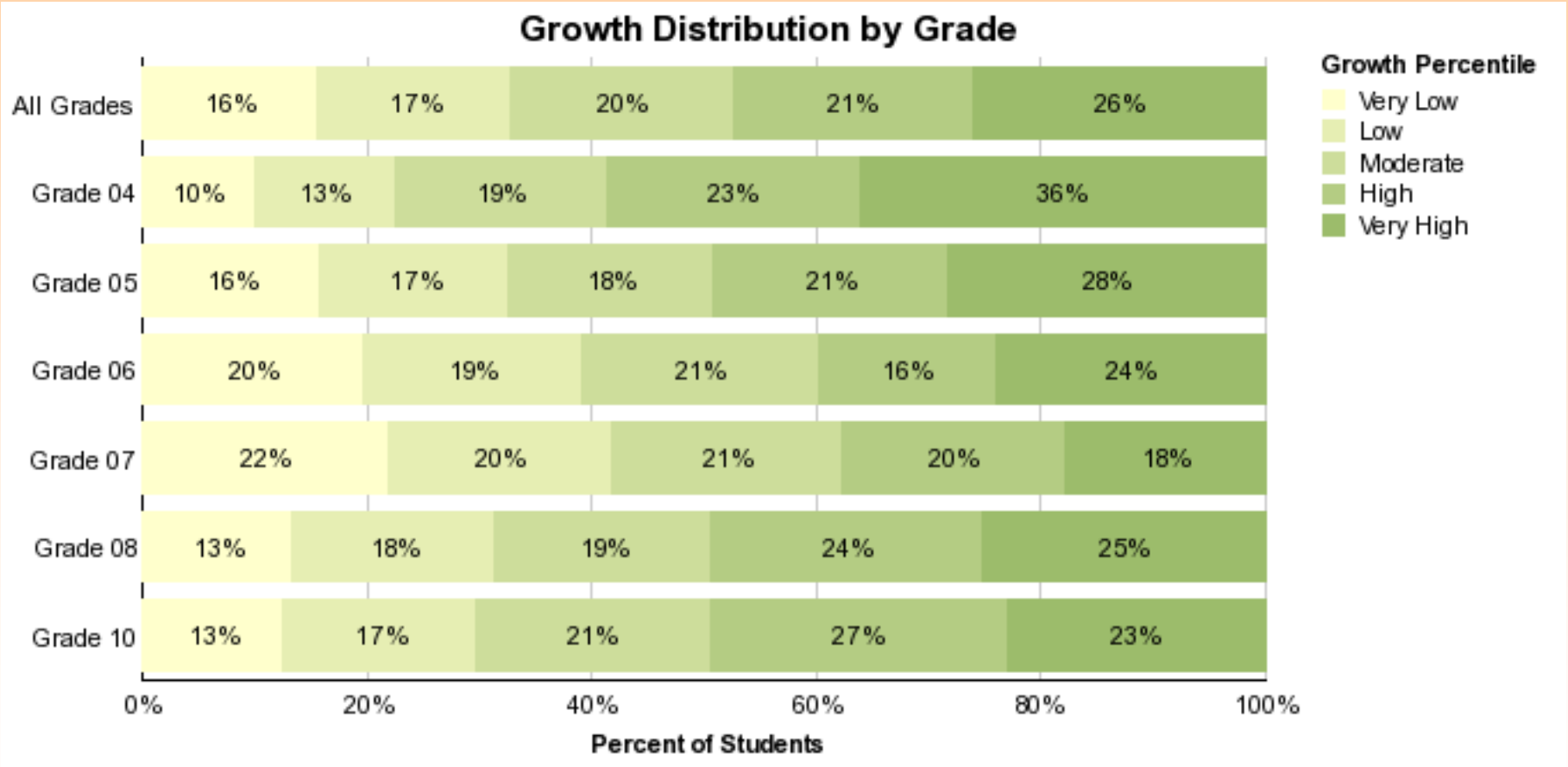


District vs. State Math Grade 10



Math Growth Distributions By Grade Level

Math Growth Distribution



Math Growth Distribution

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades	323	355	407	442	537	58.0	2,064	78	2,660
Grade 04	38	48	72	86	138	68.0	382	74	423
Grade 05	63	67	73	83	113	60.0	399	78	421
Grade 06	66	65	70	53	80	50.5	334	79	353
Grade 07	80	72	75	72	65	49.5	364	66	387
Grade 08	41	55	59	74	77	59.5	306	75	321
Grade 10	35	48	58	74	64	60.0	279	94	306

Massachusetts Department of Elementary and Secondary Education
Edwin Analytics

2014 Mathematics

MCAS Achievement and Growth for Comparable Districts

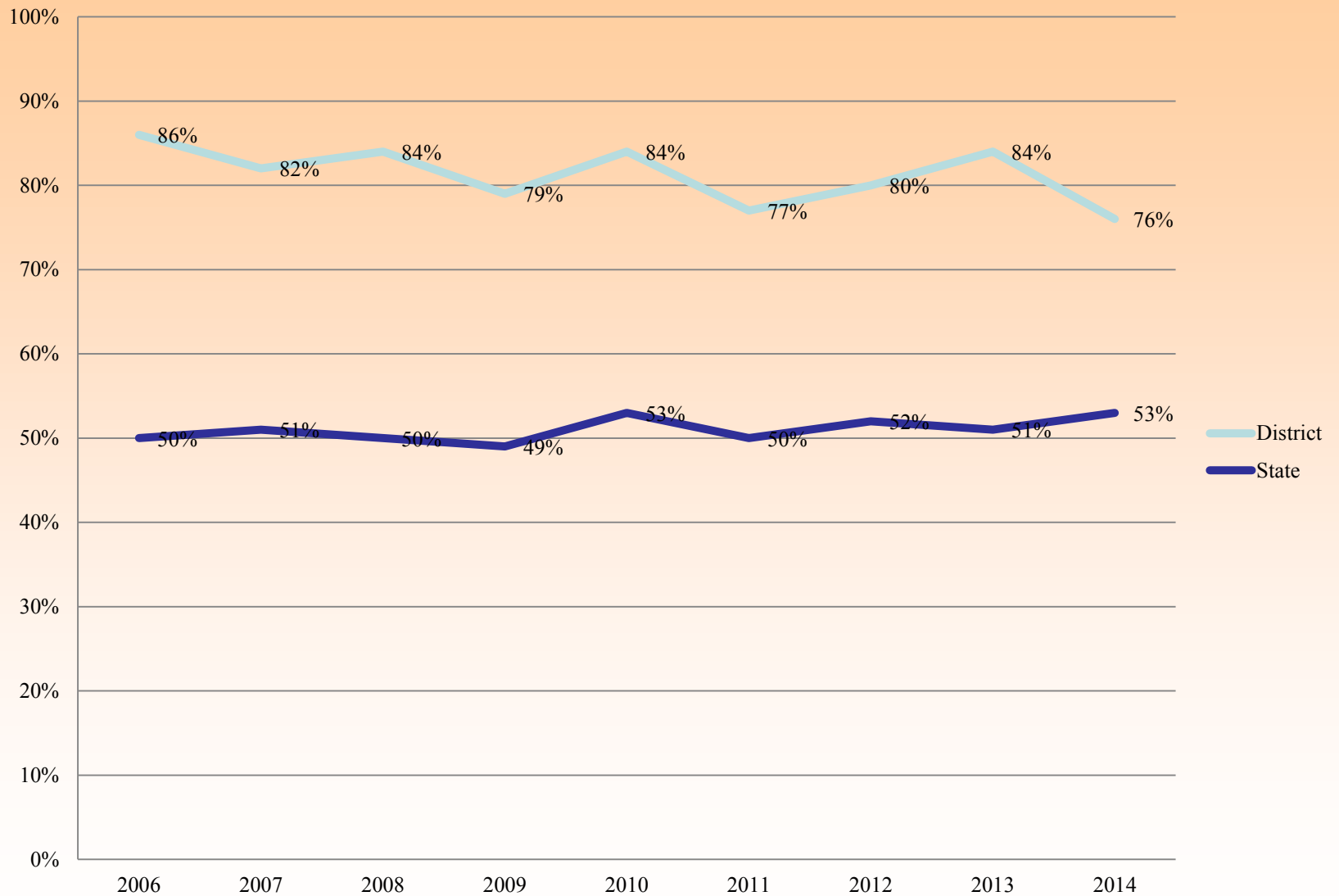
District	District Level	% P&A	Students	% High Needs	Median SGP
Arlington	Level 2	78	2660	25.8	58
Belmont	Level 2	86	2228	19.7	61
Brookline	Level 2	78	3376	33.5	59
Lexington	Level 2	88	3685	26.2	63
Natick	Level 2	77	2806	23.3	53
Needham	Level 2	80	2971	20.4	57
Newton	Level 2	81	6643	33.1	56
Wayland	Level 2	83	1521	23.9	62
Wellesley	Level 2	82	2586	22.0	62
Weston	Level 2	83	1259	22.7	57

Math Results Analysis

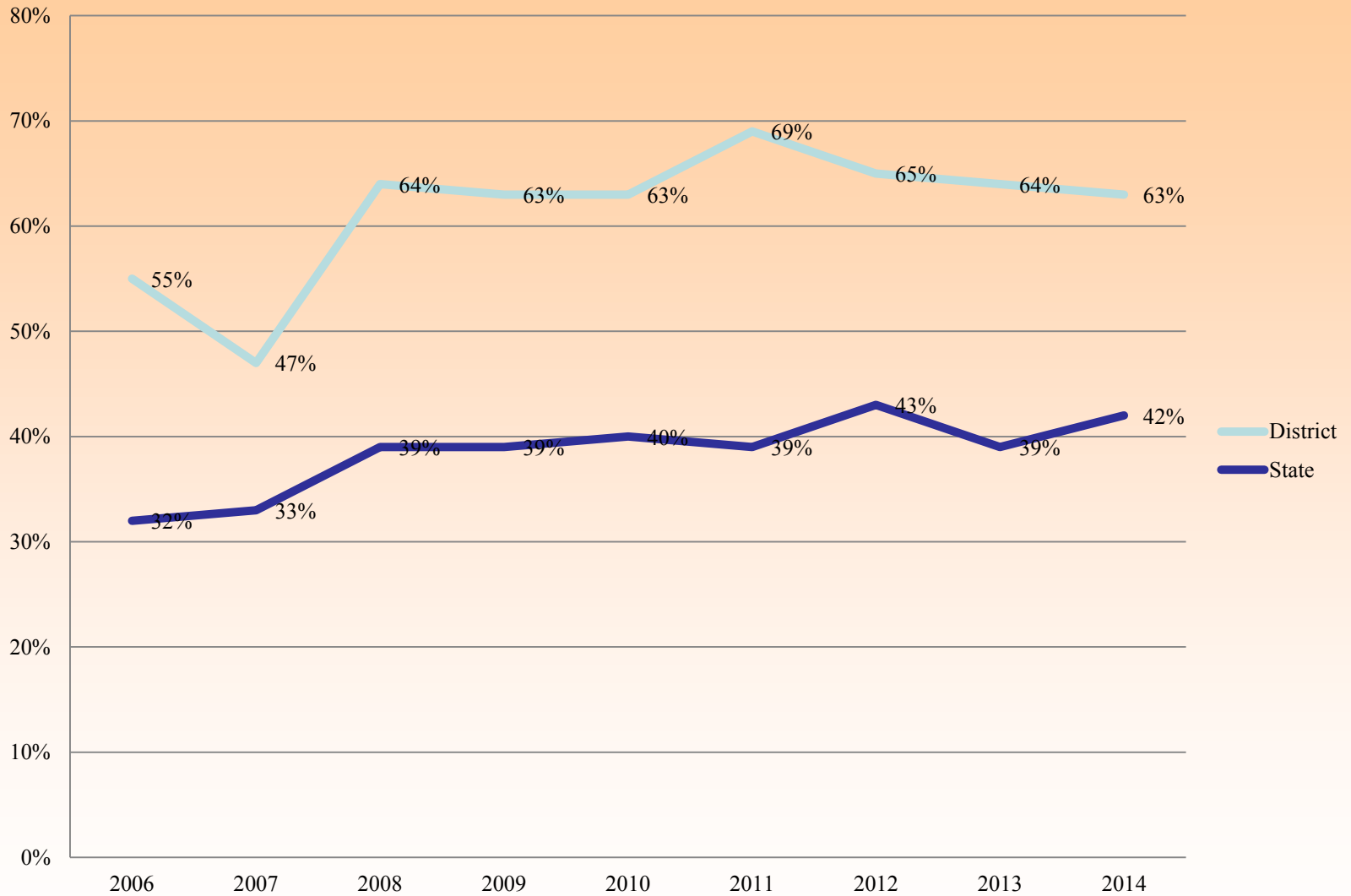
- Full impact of the math practice standards being felt.
- Last year Level Two schools were sharing math coaches.
- Coaches focusing on assisting teachers in the instructional changes necessary to implement CCSS fully.
- Larger class sizes at seventh grade provided challenges.

***District Science and Technology
2013***

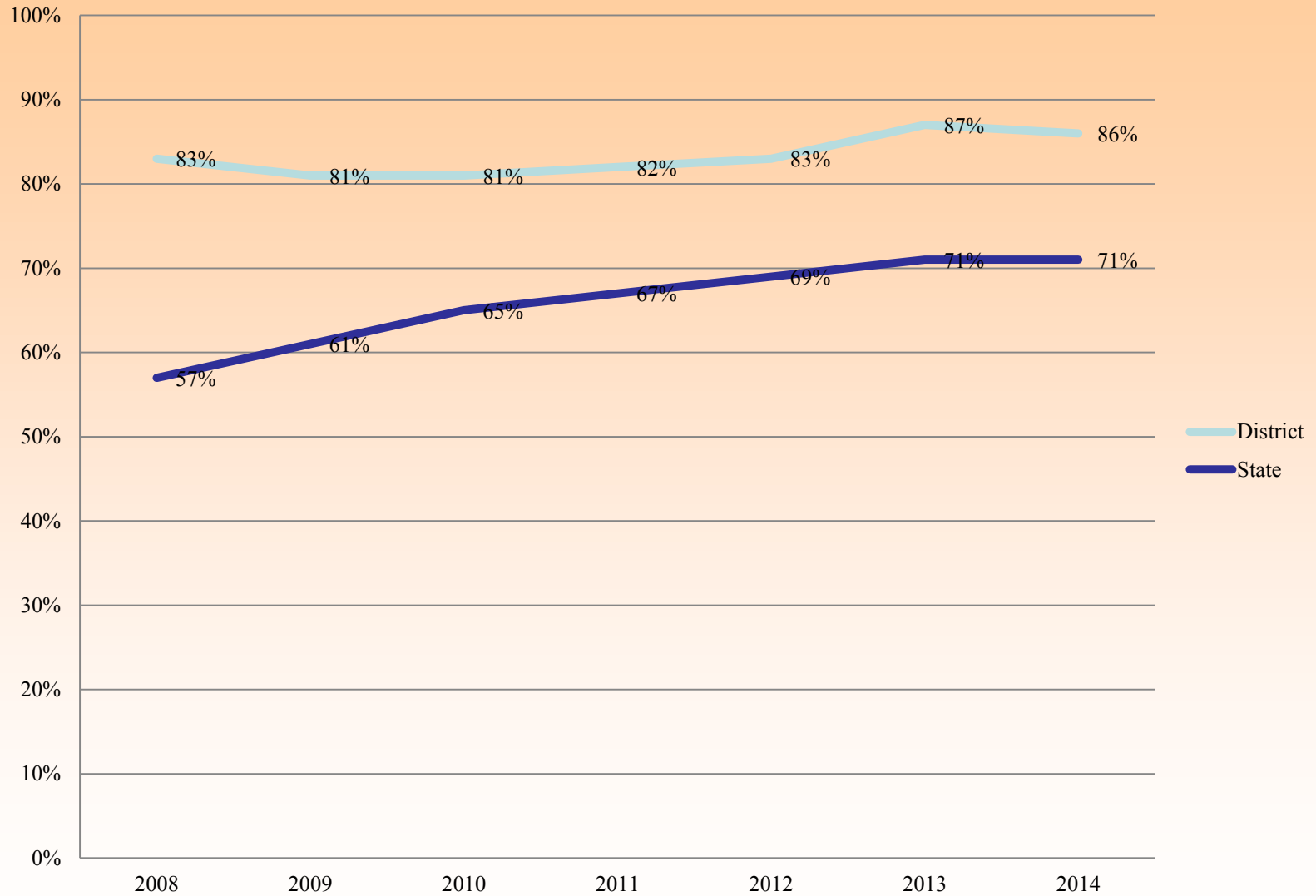
District vs. State Science Grade 5



District vs. State Science Grade 8



District vs. State Science Grade 10



Science Analysis

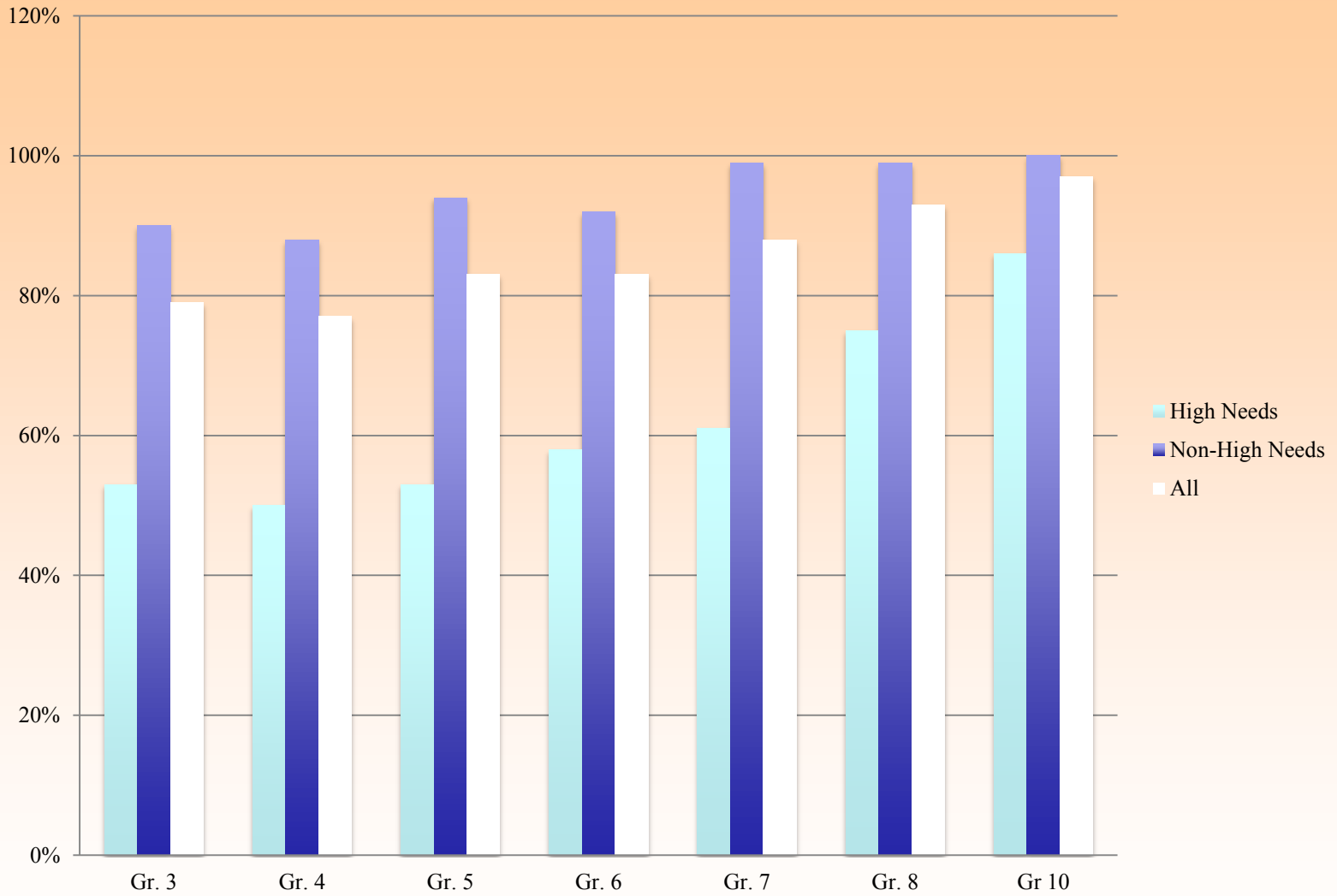
- At middle school level communications engineering principles had been removed from curriculum due to time constraints. Low scores in this area.
- Being re-added.
- At all levels complexity of text has risen, lack of instruction in close reading in the content area has made reading of the test more challenging. This is also reflected in the ELA scores.

***2014 District Subgroups/
High Need Students***

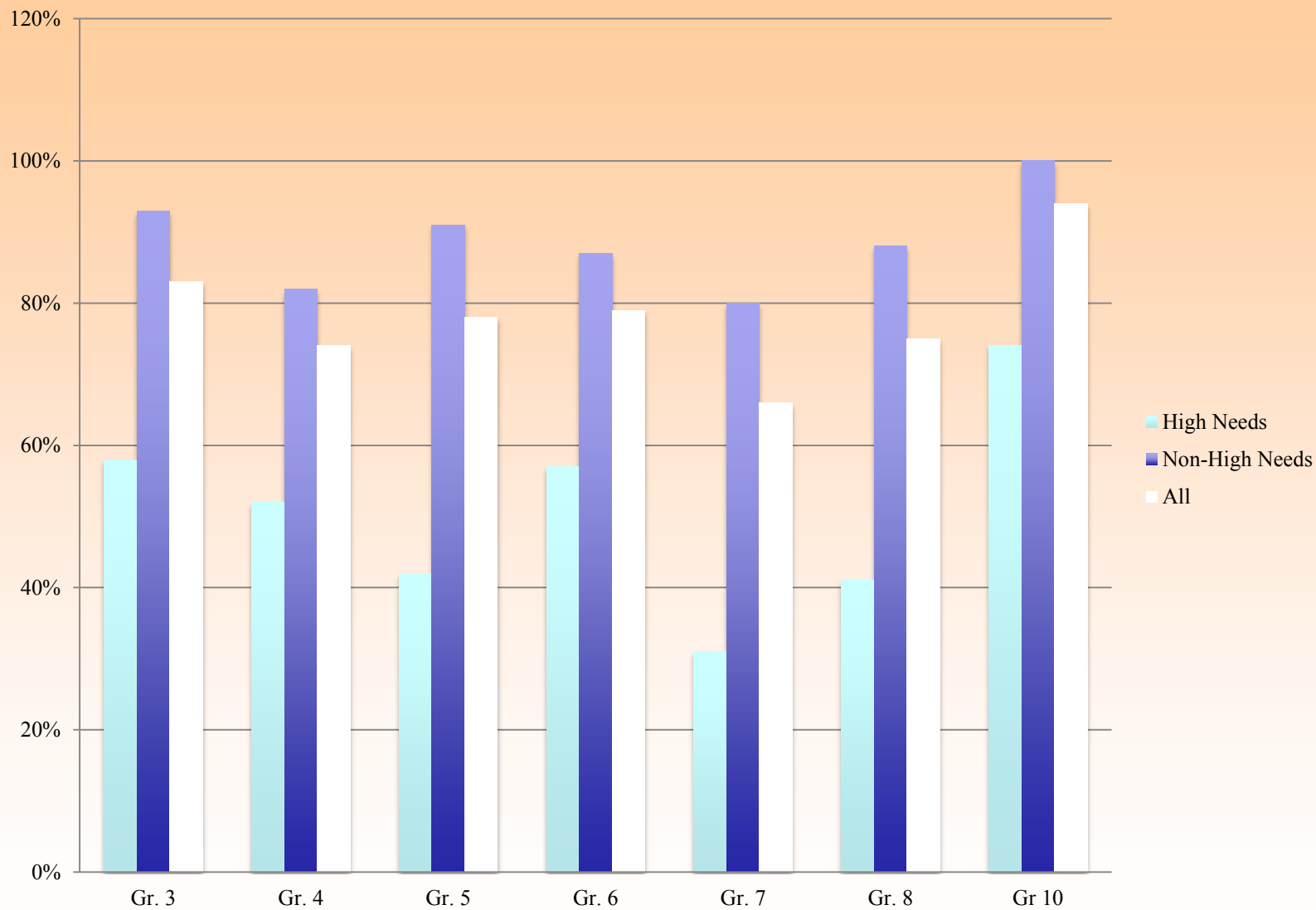
High Needs Group includes students:

- On an IEP, and/or
- Identified as LEP or FLEP, and/or
- Eligible for free/reduced lunch

2014 ELA MCAS: APS Students Reaching Proficiency



2014 Math MCAS: APS Students Reaching Proficiency



What Lies Ahead

- Deeper implementation of use of data teams in all level two schools.
- Inclusion of math, science, attendance, and discipline data review in data teams.
- Implementation of Baseline Edge Student Analytics System to allow data teams to more quickly analyze data, drill down, document interventions, and track success of interventions.
- Wider review at all levels of common assessment data.
- Use of WIN (What I Need Block), literacy coaches, and math coaches at elementary level to assist teachers with implementing and monitoring plans to ensure increase in student achievement for all students.
- Implementation of new teacher evaluation system with specific school and teacher goals targeted to student achievement.

Presentation References

Massachusetts Department of Elementary and Secondary Education School District Profiles:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=00100000&orgtypecode=5&>

Massachusetts Department of Elementary and Secondary Education Statewide Reports:

http://profiles.doe.mass.edu/state_report/mcas.aspx

Massachusetts Department of Elementary and Secondary Education Data Warehouse (EDW):

<https://www4.doemass.org/auth/Login>



Town of Arlington, Massachusetts

Goal II Staff Excellence and Professional Development

Summary:

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.



Town of Arlington, Massachusetts

2.1 Administrators and teachers will be provided additional professional development in the implementation of the Arlington Effective Educator Development System.

Summary:

ATTACHMENTS:

Type	Description
▣ Reference Material	Education Development to implement Arlington Effective Educator Development System
▣ Reference Material	Summative Assessment

Arlington Effective Educator Development System

APPENDIX F

Arlington Effective Educator Development System

Quick Overview 2014-2015

Observations

PTS Teachers:

- Three unannounced 10-minute observations minimum
 - by November 15
 - by January 31
 - by April 30

Non-PTS Teachers/Directed Growth Plans (D.G. Plans still have five Unannounced Observations including Jan. 31)

- Four unannounced 10-minute observations minimum
 - by October 15
 - by December 31
 - by March 31
 - by April 30
- One announced observation of a full class period or lesson (or its equivalent for non-teaching educators)
 - by November 15
- Important to note: "Any observation, series of observations, or collection of evidence resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes, or a meeting to review additional evidence, within 30 school days."

Follow-up meetings:

- Evaluator provides written initial feedback within five days of observation and before the follow-up meeting
- **Educator** must sign-up for 15-20 minute meeting with Evaluator within five days of observation
- Evaluator must provide final feedback within five days of meeting
- Conference date must be included on Baseline Edge observation form

Evidence:

- All formative evidence must be submitted by the *educator* by January 21
- All final evidence must be submitted by the *educator* by April 30
- The following evidence is required:
 - **Three** pieces of evidence supporting professional practice goal
 - **Three** pieces of evidence supporting student learning goal
 - **Three** pieces of evidence supporting standard I
 - **Three** pieces of evidence supporting standard II
 - **Three** pieces of evidence supporting standard IV (New for 2014-2015)
 - At least one piece of evidence must support indicator IB, IIA, and IVA – other pieces can support any indicator in the standard
 - Evidence may count towards more than one standard, if appropriate.

Summative assessment:

Standard I:

204
Your progress has been steady and focused. You are a teacher who takes organization seriously; you have classroom built a series of routines and approaches that help students feel welcome and safe. This was clearly observed in observation two and three where I observed an establish routine about homework, DO NOW's and your expectations regarding what students should do when they finish a quiz. Using time efficiently is important to you, and the suggestions I had made originally about pacing during observation one were implemented in an effective way by the next time I came to observe in observation two; your own sense of purpose helped guide you. You clearly have thought about my feedback about letting the importance of an activity determine the length of time that the activity should take up in the lesson. As I discussed in observation five this should be considered when designing a project as well as when designing a lesson. You should always weigh the time required to do a project to the importance of the educational outcomes of the project.

One challenge that faces newer teachers is how to integrate the specific requirements of the curriculum with each other and with the various texts and other requirements of the year, in addition to making elements of the curriculum relevant and appropriate for the students. Your work in this area is on-going and should be the focus of the rest of the year.

By including students in problem solving and by encouraging students to ask and answer higher level questions, you will expand your expertise in terms of curriculum and also in terms of planning, as students feedback and performance will be vital in determining which kinds of lessons and focus are effective and which do not yield the desired outcomes.

Standard II

You have shown evidence of having explicit high expectations for students. In observation two I commented on how you always require student to provide evidence to support their thinking. You always ask for this if they do not provide it. I think that a goal for the next year would be to think about each lesson in terms of its desired outcome, both for you and for your students. At times that outcome will be the same thing, and at times it will be important to state the outcome for the class specifically.

You engage students well and expect them to play an active role in the class. Those expectations should continue.

Standard III

Standard IV

You work closely with your colleagues, shares curriculum units, participates in the PLC, and is otherwise a contributing member of the department. You use your mentor, your department head, and other members of the department as sounding boards. You have initiated units of study for the American Literature class and are experimenting, along with your colleagues in the writing course, with new ways of teaching and expanding the existing curriculum.



Town of Arlington, Massachusetts

2.2 Administrators and teachers will be provided professional development and planning time to be able to systematically and routinely use data to guide instructional decisions and meet students' learning needs.

Summary:

ATTACHMENTS:

Type	Description
▢ Reference Material	Data Team Names
▢ Reference Material	Data Team schedule for Elem Teachers Sept - June

Data Team Members

Alyssa Lemieux

Lisa Tradwell

Lily Jones replaced James Kilmartin after April

Monday	Tuesday	Wednesday	Thursday	Friday
		9/3 Bishop	9/4 Brackett	9/5 Dallin
9/8 Hardy	9/9 Peirce	9/10 Stratton	9/11 Thompson	9/12 Bishop
9/15 Brackett RTI	9/16 Dallin	9/17 Hardy	9/18 Peirce RTI	9/19 Stratton
9/22 Thompson RTI	9/23 Bishop RTI	9/24 Bishop RTI	9/25 No School	9/26 Brackett Math
9/29 Dallin RTI	9/30 Hardy RTI	10/1 Peirce Math	10/2 Stratton Math	10/3 Thompson Math
10/6 Thompson Reading	10/7 Bishop Math	10/8 Bishop Math	10/9 Brackett Reading	10/10 Dallin Math
10/13 No School	10/14 Hardy Math	10/15 Peirce Reading	10/16 Stratton Reading	10/17 Thompson Writing
10/20 Bishop Reading	10/21 Brackett Writing	10/22 Dallin Reading	10/23 Brackett Writing	10/24 Hardy Reading
10/27 Thompson RTI	10/28 Stratton Writing	10/29 Peirce Writing	10/30 Bishop Writing	10/31 Brackett RTI

Monday	Tuesday	Wednesday	Thursday	Friday
11/3 Bishop	11/4 Hardy Bonus	11/5 Peirce	11/6 Dallin	11/7 Brackett
11/10 Thompson	Veterans' Day	11/12 Bishop Bonus	11/13 Stratton	11/14 Hardy
11/17 Bishop	11/18 Early Release	11/19 Peirce	11/20 Dallin	11/21 Brackett
11/24 Thompson	11/25 Dallin Bonus	11/26 Early Release	11/27 No School	11/28 No School-
12/1 Bishop	12/2 Thompson Bonus	12/3 Hardy	12/4 Stratton	12/5 Peirce
12/8 Thompson	12/9 Peirce - early release	12/10 Stratton Bonus	12/11 Dallin	12/12 Brackett
12/15 Bishop	12/16 Peirce Bonus	12/17 Hardy - Early Release	12/18 Stratton	12/19 Hardy
12/22 Thompson	12/23 Brackett Bonus	12/24 No School	12/25 No School	12/26 No School

Monday	Tuesday	Wednesday	Thursday	Friday
1/5 Thompson	1/6 Hardy Bonus	1/7 Peirce	1/8 Dallin	1/9 Hardy
1/12 Bishop	1/13 Thompson	1/14 Peirce Bonus	1/15 Stratton	1/16 Brackett
1/19 NO SCHOOL	1/20 Bishop	1/21 Peirce	1/22 Dallin	1/23 Hardy
1/26 Bishop	1/27 Early Release-Hardy	1/28 Thompson Bonus	1/29 Stratton	1/30 Brackett
2/2 Thompson	2/3 Brackett	2/4 Peirce	2/5 Dallin	2/6 Hardy Data Service Review
2/9 Bishop	2/10 Thompson	2/11 Dallin Bonus	2/12 Stratton	2/13 Brackett
2/23 Thompson	2/24 Stratton	2/25 Peirce	2/26 Dallin	2/27 Hardy

Monday	Tuesday	Wednesday	Thursday	Friday
3/2 Bishop	3/3 Thompson BONUS	3/4 Hardy	3/5 Stratton	3/6 Brackett
3/9 Thompson	3/10 Stratton Bonus	3/11 Peirce	3/12 Dallin	3/13 Hardy
3/16 Bishop	3/17 Hardy BONUS	3/18 Peirce BONUS	3/19 Stratton	3/20 Brackett
3/23 Thompson	3/24 Brackett BONUS	3/25 Peirce	3/26 Dallin	3/27 Hardy
3/30 Bishop	3/31 Dallin BONUS	4/1 Brackett	4/2 Stratton	4/3 NO SCHOOL
4/6 Thompson	4/7 Bishop BONUS	4/8 Peirce	4/9 Dallin	4/10 Brackett
4/14 Bishop	4/14 Early Release Dallin	4/15 One sub to Thompson One sub to Stratton	4/16 Stratton	4/17 Hardy
4/27 Thompson	4/28 Early Release Hardy	4/29 Peirce	4/30 Dallin	

Monday	Tuesday	Wednesday	Thursday	Friday
				5/1 Brackett
5/4 Bishop	5/5 Thompson	5/6 Stratton BONUS	5/7 Stratton	5/8 Hardy
5/11 Thompson	5/12 Hardy	5/13 Peirce	5/14 Dallin	5/15 Brackett
5/18 Thompson	5/19 Early Release Peirce	5/20 Hardy BONUS	5/21 Stratton	5/22 Hardy
5/25 NO SCHOOL	5/26 Bishop BONUS	5/27 Peirce	5/28 Dallin	5/29 Brackett
6/1 Thompson	6/2 Brackett Bonus	6/3 Peirce Bonus	6/4 Stratton	6/5 Hardy
6/8 Thompson	6/9 Bishop BONUS	6/10 Peirce	6/11 Dallin	6/12 Brackett
6/15 Dallin BONUS	6/16 Thompson	6/17 Peirce	6/18 Stratton	*6/19 Hardy
*6/22 Bishop	*6/23 Stratton BONUS	*6/24 Peirce	*6/25 Dallin	



Town of Arlington, Massachusetts

2.3 Teachers will be provided professional development to enhance their capacity to address students' social-emotional needs.

Summary:

ATTACHMENTS:

Type	Description
▣ Backup Material	Final Bullying Plan
▣ Backup Material	new teachers Handbook
▣ Reference Material	Proposed New Elementary Schedule 2015-2016
▣ Reference Material	Nursing Presentation

Arlington Public Schools

Bullying Prevention and Intervention Plan

September 2014

I. Leadership

The Bullying Prevention and Intervention Plan directly impacts the Arlington Public Schools 2013-2014 district goals. The district goals specifically address integration of social, emotional and wellness support. This will include professional development and curriculum integration for bullying prevention and intervention.

The Arlington Public Schools has organized groups at each level, as well as several sub-committees that take on Bullying Prevention assessments and strategies throughout the community. Examples of these include The Building Respect Committee, The Project SUCCESS Council, the Parent Forum Committee and the Youth Risk Behavior Committee.

Teachers report and intervene in incidences of bullying as well as implement anti-bullying curriculum. District administrators track investigations of allegations, document incidences of bullying, respond and intervene to keep targets safe, and ensure support services for both targets and aggressors. Police are pivotal in investigative procedures and identifying criminal/harassment charges.

Assessing needs and resources.

- In the initial stages of the Bullying Prevention Plan, several assessments to measure student safety have been administered over the past three years and some will continue this year as well. The Assessment Sub Committee of the Task Force in consultation with Massachusetts Aggression Reduction Center (MARC) and an evaluator developed and administered separate bullying surveys to students in grades 3-5, grades 6-8, and grades 9-12, and to all parents and staff in the fall of 2010. All surveys were constructed to be audience appropriate, include protected class questions, and address local concerns. Surveys were repeated in the spring of 2011. Youth Risk Behavior Surveys are administered every other year at the Middle School and High School Level, which include several questions on Bullying and Cyber-Bullying. This information has helped to identify patterns of behaviors and inform decision-making for prevention strategies including, curriculum development, professional development, age-appropriate curricula, support service allocations, and parent education. Social Workers have been hired at each elementary school, additional Mental Health clinicians have been hired at the Middle School and The Arlington Youth Consultation Center is consulting with the schools on bullying prevention strategies.
- At least once every four years beginning with the 2015-2016 school year, the school district will administer a Massachusetts Department of Elementary and Secondary Education-developed student survey to assess school climate and the prevalence, nature and severity of bullying in our schools. In addition, the school district annually will report bullying incident data to the DESE.

Planning and oversight.

- The Superintendent of Schools, the Assistant Superintendent, the Director of Wellness and Counseling and building administrators are responsible for the implementation of the plan.
- Principals K-5, Principal/Assistant Principals 6-8, and High School Deans 9-12 are the designees in each school who are responsible for receiving reports, conducting investigations, contacting the parents of targets and aggressors of confirmed incidences of bullying, and inputting these into

Powerschool.

- Social workers and guidance counselors provide and monitor progress of individual and group support for both targets and aggressors.
- Principals annually provide information on Recognizing, Responding and Reporting Procedures on Bullying
- The School Committee has developed and approved a policy on Bullying Prevention and Intervention (<http://www.arlington.k12.ma.us/asc/policies/jicfb.pdf>)
- Codes of Conduct, school handbooks, and the Incident Report form and investigation format have been revised
- The Director of Wellness and counseling has posted parent resources to the website to address bullying and cyber-bullying.
http://www.arlington.k12.ma.us/emergency_preparedness/pages/resources.html#resources_bullying

Arlington Public Schools priority statement

The Arlington Public Schools are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and the development of strong, resilient, and kind citizens while preventing and eliminating all forms of bullying and other harmful and disruptive behavior that can impede the educational process. We further recognize that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling and/or education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

II. Training & Professional Development

Annual staff training on the Plan.

Annual training on the Plan has taken place and will continue for all school staff and includes specific staff duties under the Plan, such as reporting and responding, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year will be trained in district procedures during the school year in which they are hired, unless they are able to demonstrate participation in an acceptable and comparable program within the last two years. Staff are reminded yearly of where they can view the Plan and the Policy on Bullying.

Ongoing professional development

Professional development is provided to staff in an effort to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. Initiatives include:

- Administrative Training has taken place on "Investigative Skills and Strategies Workshop" regarding Bullying (August 25, 2010) by Richard Cole, Civil Rights Attorney and Safe Schools Consultant

- Special Education training on Bullying consideration at all IEP meetings and annual review on IEP writing/Social Skills
- Administrative training on Cyber Bullying by School Attorney Rebecca Bryant (July 2013)
- Annual Opening Day of school presentation for all teachers and staff on the bullying law and procedures for “Recognizing, Responding and Reporting”.
- The new teacher orientations include “Classroom Management” training.
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors by staff designed to correct student misconduct, instill accountability in the school setting, etc., and bullying behaviors.
- Social Worker Training “Social Thinking”- Fall of 2013
- Past trainings include: Elizabeth Englander (MARC) – all staff, Middlesex Partnerships for Youth training on Cyber Bullying , “Recognizing, Responding, and Reporting Bullying and Harassment” for all teachers and staff led by Richard Cole, Civil Rights Attorney and Safe Schools Consultant, and by Phil Fogelman, from the Anti-Defamation League, on the *World of Difference* school climate program at the middle school, Special Education teacher attendance at an EDCO course “Addressing IEP Requirements for Victims and Perpetrators”
- Special education administrators, team chairs, teachers, and counselors were trained to address both the skills needed by targets of bullying and those whose actions meet the definition of bully or perpetrator and the ways to prevent and respond to bullying or retaliation for students with disabilities in order to develop appropriate Individualized Education Plans (IEPs). Special education leaders trained other team members to address the necessary social, behavioral and self-advocacy skills to include in the special education student’s IEP. Training included skills to address the needs of students with autism or students whose disability affects social skills development. Compliance procedures were developed according to DESE guidelines.

Currently the Arlington Public Schools has trained or is in the process of training staff in the following programs that promote and model the use of respectful language; foster an understanding of and respect for diversity and difference; build relationships and communication with families; constructively manage classroom behaviors; employ positive behavioral intervention and constructive disciplinary practices; teach students explicit skills for positive communication, anger management, and empathy for others; engage students in school or classroom planning and decision-making; and maintain a safe and caring classroom for all students:

- Pre K – 2nd Step Training
- K – Tools of the Mind
- K-5 Social Thinking (Special Education and General Ed)
- K-5 – *Open Circle* in all elementary schools
- K-6 - Comprehensive Health – *The Great Body Shop*
- K-12 – Social Media –Cyber Bullying Curriculum
- Gr. 6-8 – Peer leaders in *World of Difference* program
- Grade 7-10 - Comprehensive Health Program
- Grade 8 - Facing History and Ourselves
- Gr. 9-12 – Advisory groups

Written notice to staff.

The district provides all staff with annual notice of the Plan at the beginning of each school year and posts it on the website at: <http://www.arlington.k12.ma.us/administration/bullyingprevention/pdfs/apsbullyingpreventionplan.pdf>, posts the Initial Bullying Report form at: http://www.arlington.k12.ma.us/eforms/staff_forms/Bullying_-_Initial_Suspected_Bullying_Report.pdf and includes information in the New Teacher Handbook, including sections relating to staff duties and bullying of students by school staff. Sections relating to students are included in student handbooks.

III. Access to Resources and Services

Current Resources identified in the Arlington Public Schools:

At each level age appropriate interventions are provided for all students, targets and student aggressors, and their families where appropriate:

- Social workers hired at each elementary school provide groups and counseling for identified targets and student aggressors.
- The middle school counselors and social workers meet individually and lead groups for targets and student aggressors as identified .
- At the high school level, social workers, guidance counselors, and administrators are available to meet with students and follow up on reports.
- Parents are supported by the administration at each level. Resources for parents include, but are not limited to annual:
 - o Resources posted to the website for parents of students with disabilities (http://www.arlington.k12.ma.us/emergency_preparedness/pages/resources.html)
 - o *Open Circle* Parent Workshops
 - o “Guiding Good Choices” Workshops
 - o Parent Forums on bullying legislation, cyber-bullying and other anti bullying programs
 - o Anti-bullying resources, such as the “Creating Safe Schools; Prevention, Interventions, Response and Recovery Site,” (http://www.arlington.k12.ma.us/emergency_preparedness/) and Reporting Form http://www.arlington.k12.ma.us/eforms/staff_forms/Bullying_-_Initial_Suspected_Bullying_Report.pdf on district and school websites
 - o Upon request, essential information will be translated for parents in home languages other than English

Personnel resources

- Teachers
- Guidance counselors
- Social workers – general education and special education
- School Psychologists
- School nurses
- Administrators
- Coaches
- Arlington Youth Consultation Center – in school and outside resources
- School-based Safety Teams
- Collaboration with English Language Learners Department
- Other town agencies: Police, Human Rights Commission, Commission on Disabilities

Counseling and Other Services

- Arlington has a long-standing relationship with many outside agencies that provide counseling in and out of school. One example is The Arlington Youth Consultation Center, who is invited into the schools to provide group and individual counseling and frequently follow up with families as well. Provisions for families and students with cultural, linguistic, and/or financial needs are also made available.

- Administrators in each school are responsible for creating safety plans for students who have been the targets of bullying or retaliation. Additionally, teachers provide social skills programs for students to prevent bullying, and social workers and guidance counselors offer education and/or intervention services for students exhibiting early signs of bullying behaviors.

Students with disabilities

- If the IEP Team determines that a student's disability adversely affects social skills development and/or the student may be found to be participating in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team considers what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- With the expansion of available social workers within the system, we have been able to expand training on social competency programs such as "Tools of the Mind", "Open Circle", and "Social Thinking".

Referral to outside services

Arlington has a referral process for providing families with services outside of school.

The district website contains a book of outside resources in the local area.

(http://www.arlington.k12.ma.us/emergency_preparedness/files/physical_mental_health_resources.pdf)

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The Arlington Public Schools includes bullying prevention and social competency as part of its comprehensive health programming and school wide cross-curricular initiatives. The goal to ensure school cultures that support teachers to create classroom and school environments that are conducive to building positive relationships. A variety of approaches are taken at the different levels. Currently we are using the following programs and teaching approaches for students:

Anti-bullying programs currently in place:

Open Circle, Social Thinking, Tools of the Mind, The Great Body Shop, Second Step, World of Difference, Facing History and Ourselves, Comprehensive Health classes, Digital Literacy, Family and Consumer Science, Developmental Guidance Programs, and high school Advisory groups include the following skills and approaches for students:

- using scripts and role plays to develop skills;
- empower students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Components of the Plan, and the law are reviewed with students annually, at the beginning of the year by the school principal.

General teaching approaches that support bullying prevention efforts include:

- Setting clear expectations for students in regards to behavior, classroom routines, and safety.
- Modeling, teaching, and rewarding pro-social, healthy, and respectful student behavior
- Creating safe school and classroom environments that incorporate an appreciation of differences for all students, including students with disabilities, lesbian, gay, bisexual, transgender, and

homeless students. This happens through implementation of programs listed above as well as special assemblies put on by the system and groups such as the Gay Straight Alliance, the Drama Department, The Human Rights Commission, and the Anti-Defamation League, etc.

- Responding immediately to derogatory remarks and reporting all suspected incidences of bullying
- Using appropriate and positive responses and reinforcement, even when students require discipline, with assistance from guidance counselors and social workers
- Implementing techniques that promote positive student-teacher relationships
- Reinforcing positive approaches to behavior, such as collaborative problem-solving, conflict resolution, teamwork, and opportunities to practice positive behavior and healthy social and emotional development in Second Step, *Open Circle*, The Great Body Shop, Tools of the Mind, Social Thinking, *World of Difference*, high school Advisory groups, and health classes. This coming year we are exploring the use of Responsive Classroom in k-5 and Second Step in grades 6-8.
- Providing students with media and Internet safety information and authentic dilemmas to discuss in guidance, health, and other disciplines
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of interest and strength in:
 - After School Programs
 - Clubs
 - Recreation Programs

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

The Arlington Public Schools' administration and staff have developed a common plan for procedures on reporting and responding to bullying within the district. The Policies and Procedures sub committee of the School Committee, in collaboration with the administration, developed a Bullying Prevention Policy:

<http://www.arlington.k12.ma.us/asc/policies/jicfb.pdf> We educate staff, students and parents annually on procedures for reporting and responding when bullying occurs.

Reporting bullying or retaliation

- All school and district staff members are required to immediately report to the principal (or other school official as provided below) any instances of bullying or retaliation, about which the staff member becomes aware or witnesses. This includes bullying of a student by another student or by a staff member.
- Staff, students, parents or guardians, and others may report bullying or retaliation orally or by voicemail and/or in writing or by email. Oral reports will be recorded. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students are provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.
- Reports made by students, parents or guardians, or other individuals who are not school or district staff members may be made anonymously, orally or in writing, and will also be recorded. However, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
- Reports by school staff, parents or guardians and others should generally be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged victim. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged victim.

- The Incident Report Form is posted on the website for parents, staff, and students. (http://www.arlington.k12.ma.us/eforms/parent_forms/Bullying_-_Initial_Suspected_Bullying_Report.pdf)
- The Incident Report Form is not required as a condition of making a report.
- A link to the copy of The Bullying Prevention Plan and The Incident Report Form, including reporting procedures is provided to staff and sent home in the beginning of the year for parents or guardians. Hard copies will be mailed home for those requesting. Report forms and the Arlington's Bullying Prevention Plan are also available in the school's main office, the counseling office and the school nurse's office
- The Incident Report Form is made available in other languages upon request.
- A description of the reporting procedures and resources, including the contact information of the principal or designee, will be incorporated in student and staff handbooks, on school and district websites, and be available to parents or guardians, all staff, and all students.

A. Responding to Allegations of Bullying or Retaliation by Students.

Safety

- Before fully investigating the allegations of bullying or retaliation, the principal or designee takes steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged target and/or student aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee takes additional steps to promote safety during the course of and after the investigation as necessary.
- The principal or designee implements appropriate strategies to protect from bullying or retaliation any student who has reported bullying or retaliation, witnessed bullying or retaliation, provided information during an investigation, or who has reliable information about a reported act of bullying or retaliation.

Obligations to Notify Others

- ***Notice to parents or guardians.***

Upon determining that bullying or retaliation has occurred, the principal or designee promptly notifies the parents or guardians of the target and the student aggressor of this and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation.

- ***Notice to another school or district.***

If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident promptly notifies by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action.

- ***Notice to Law Enforcement.***

At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal notifies the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee contacts the School Resource Officer or the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal consults with the school resource officer, and other individuals the principal or designee deem appropriate, consistent with the Plan and with applicable school or district policies and procedures.

Investigation

- The principal or designee investigates promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
- During the investigation the principal or designee may interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee reminds the alleged student aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
- To the extent practicable given his/her obligation to investigate and address the matter, the principal or designee and other staff maintain confidentiality during the investigative process. The principal or designee and other staff maintain a written record of the investigation. All acts of bullying by students that have been investigated and confirmed are recorded in Powerschool.
- Procedures for investigating reports of bullying and retaliation are consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations

- The principal or designee makes a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the principal or designee takes steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefiting from school activities. The principal or designee: 1) determines what remedial action is required, if any, and 2) determines what corrective actions and/or disciplinary action are necessary. Disciplinary measures are left to the administrator's discretion, within the guidelines of the school Code of Conduct and age appropriateness for students.
- Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills support for the student.
- The principal or designee promptly notifies the parents or guardians of the target and the student aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching appropriate behavior through skill-building:

- Upon the principal or designee determining that bullying or retaliation has occurred, the principal, teacher, and school counselor works with students and relevant staff to ensure that the behavior stops. The school principal or designee follows up and monitors the behavior.
- The principal contacts the school counselor, social worker, or special education teacher to determine what appropriate intervention(s) and skill building should be put in place for both the target and student aggressor.

Social workers, guidance counselors, teachers, special educators, nurses, and administrators respond to bullying incidents with a variety of individualized supports, group interventions, and techniques for students:

- Individual counseling with social workers/counselors
- Small group counseling (Lunch Bunch)
- Other strategies and interventions developed by Teacher Assistance Teams (TAT) or Student Support, At-Risk, and Learning Teams
- Ongoing support and consultation for students, i.e. check-ins with counselors, teachers, the nurse, and/or administrators
- Classroom social competency instruction
- Assemblies and special programs that address school climate, bullying, bystanders, etc.
- District and school speaker forums, educational groups, and resources on websites and in school bulletins to support parents to reinforce the skills and techniques for social and emotional development at home
- Further intervention(s) when deemed appropriate by Teacher Assistance Teams (TAT) or Student Support, At-Risk, and Learning Teams
- Individual Educational Plans that focus on skill development and safety and provide appropriate resources as determined by the IEP team

Taking Disciplinary Action

- If the principal or designee decides that disciplinary action is appropriate for a student, the disciplinary action is determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.
- Disciplinary actions are consistent with the Plan and with the school or district's code of conduct. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student is subject to disciplinary action as well.
- The special education department has consulted to ensure compliance with the Individuals with Disabilities Education Act (IDEA), 504 ADA, and state regulations.

Promoting Safety for the Target and Others

- The principal or designee considers what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others.
- The principal or designee increases adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
- Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee contacts the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee works with appropriate school staff to implement these immediately.

B. Responding to Allegations of Bullying by School Staff

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.
- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

C. Problem Resolution System

Regardless of the outcome of the bullying determination, the principal or designee shall inform the parent or guardian of the target about the Massachusetts Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system. Any parent wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to compliance@doe.mass.edu or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

VI. COLLABORATION WITH FAMILIES

Arlington has had a strong parent education program for the past twenty years. As new issues arise, such as the dangers of the Internet and cyberbullying, and new curricula are implemented, programs have been offered to all parents in the community free of charge. The district recognizes that parent participation is a crucial component of a student's education and that no school district is able to address all students' needs and development without parental support and involvement.

- Our district website includes, "Creating Safe Schools: Prevention, Intervention, Response and Recovery," has a host of resources on safety and bullying prevention.
- Each year the district offers parent workshops on the social competency, school climate, diversity and other forms of bullying, in an effort to teach parents and guardians how to reinforce the social skills and strategies at home, respond to targets and aggressors, educate them on social media and to support the school and district Plan. All parent programs are advertised in the local paper and are on our district website. (<http://www.arlington.k12.ma.us/home/>) These programs are offered in collaboration with school PTOs, School Councils, Special Education Parent Advisory Council, and other educational organizations.

Parent education and resources:

- Annually parents receive the “Parent Notification Law,” which outlines the bullying prevention topics covered in health classes. At the elementary level The *Great Body Shop* Parent Bulletins alert parents about the topics being covered in each unit as well as strategies and ideas for follow up at home. School open house events each fall provide information and syllabi on health topics being covered.
- The annual Parent Notification Letter sent home includes: information about the dynamics of bullying and cyber bullying, on the reporting process and location of Suspected Bullying Incident Report Forms.
- The Bullying Prevention and Intervention Plan is posted on school and the district web sites in addition to parental written notice each year about the student-related sections of the Plan and district’s Internet safety policy.
- The Acceptable Use Policy references the Code of Conduct that addresses cyberbullying, both of which require sign off by the student and parent/guardian.
- Accessibility of information at a variety of locations, in the language(s) most prevalent among parents or guardians, and in multi-dimensional means such as email, hard copy, websites, cable TV, workshops, PTO’s, SEPAC, School Councils, and Metco program will enhance communication and outreach to parents who don’t typically participate in school events.
- Special education students receive all general education communication through their district school appropriate to their placement. They also have reports from special education service providers on the same schedule as those provided by general education providers. Additionally, IEP teams meet annually and develop communication plans related to all services as part of the annual IEP proposal. The social workers in each building provide a conduit or specialized communication based on individual student needs.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, are prohibited: (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.

Aggressor is a student or staff member who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that:

Causes physical or emotional harm to the target or damage to the target’s property;

Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
Creates a hostile environment at school for the target;
Infringes on the rights of the target at school; Or
Materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, and bus drivers, and athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target/victim is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§ 42 or 42D, other applicable laws, or local school or district policies in response to violent, harmful, disruptive, or other inappropriate behavior by students or staff, regardless of whether the Plan covers the behavior.

ARLINGTON PUBLIC SCHOOLS

New Teacher Handbook



An Equal Opportunity School System with a Strong Commitment to Diversity

(Updated 2014)

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Office of the Superintendent
Arlington High School
P. O. Box 167
869 Massachusetts Avenue
Arlington, MA 02476-0002

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(781) 316-3500

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(781) 316-3509

Welcome to Arlington!

We are very happy and pleased that you are part of the Arlington Public Schools. You have joined a group of talented and committed professionals, dedicated to teaching, learning, and kids. You should feel proud as we hire only the best and, we are honored that you chose Arlington.

As educators, we are committed to helping each student reach their full potential by providing the skills and knowledge needed for students to be socially, emotionally, and academically successful. We never forget that all the magic happens in the classroom. You will make a lasting difference in the lives of the children of Arlington. Thank you for the commitment you are making to our students.

Teaching is a complex job, and we are dedicated to helping you be a great teacher. We will provide an induction program, which includes mentoring, common planning time, content training, and study groups. Additionally, you have administrators, program leaders, mentors and colleagues who care about your success. You are not alone, but part of a collaborative team. Together, we will make a difference for the children of Arlington.

We look forward to seeing you during the orientation program and to visiting you during the school year on my weekly visits to the classrooms throughout the district.

We hope that this coming year is both enjoyable and rewarding. If at any time you feel otherwise, we encourage you to share your concerns with your principal or with me directly.

Relax and enjoy the remaining days of summer.

Superintendent of Arlington Public Schools

The Arlington Public Schools New Teachers Handbook

The Arlington Public Schools New Teachers Handbook was written with all teachers in mind. It provides information that will guide new staff as they start their careers in Arlington as well as provide an update of district policies and procedures for all Arlington Public School teachers. It may not answer all your questions, so we encourage you to ask your mentor(s), colleagues, principals and administrators if ever you are in need of guidance. They represent your support team and are available to you during your career in Arlington. Additionally, all new teachers will receive information and/or guides from the Arlington Education Association (AEA) during the Teacher Orientation Days in August. Teachers in the Ottoson Middle School and in Arlington High School will receive handbooks specific to their buildings.

We hope that this handbook will be useful to you in your first year and in many years to come!



Important Information

Please refer to the Arlington Public Schools website, www.arlington.k12.ma.us for specific information listed under the headings: **District Information, Schools, Parents, Staff, Town Information, NEWS, Links of Interest**, and other important links. Of particular interest to you will be the **Teaching and Learning** link. Here you will find information specific to the curriculum at each grade level, K-5 progress reports, Professional Development opportunities, Bully Prevention and Intervention Plan and much more!

You will find administration and staff names, contact numbers and e-mail addresses by searching headings: district information, schools, or technology. It is important for you to know that the Arlington Public Schools website is available to parents as well as to teachers. *Becoming familiar with the information provided on this website is your responsibility.*

Other important curriculum documents are electronically available to staff through the use of Google Docs. Your curriculum leaders and principals will direct your search.

Arlington Public Schools

Nondiscrimination Statement

“Arlington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis or sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act), or on the basis of sexual orientation or religion in accordance with Massachusetts General Laws Chapter 71B and 151B.”

Title I: Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title VI: Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits on the based on race, color and national origin.

Title IX: Title IX of the Educational Amendments of 1972

Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Title II: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Section 504: Section 504 of the Rehabilitation Act of 1973

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

504 Coordinator at Arlington High School – 781-316-3570

MGL, Ch. 76, Section 5: Massachusetts General Laws, Chapter 76, Section 5

Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion and sexual orientation.

Ch.76, Section 5 Coordinators

Arlington Public Schools Individual School Principals
Arlington Superintendent of Schools

STAFF ACCEPTABLE USE POLICY

This policy defines the educational purpose of using computers in the Arlington Public Schools.

The policy applies to all Arlington Public School staff, K-12.

The Technology Mission of the Arlington Public School System is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management.

The Arlington Public School District fulfills its technology mission by offering an institutional network between the schools and Internet access for staff and students. This is referred to as the APS Network. Our goal in providing this service to students is to promote educational excellence by facilitating resource sharing, innovation and communication.

It is the responsibility of all Arlington Public School employees to read and sign the enclosed policy.

It is the responsibility of the APS Principals and educators to deny Internet access to students/parents or guardians who have not read and signed the policy.

It is the responsibility of the APS Principals to deny Internet access to staff members who have not read and signed the policy.

Staff Internet Access

All staff will have access through their classroom, library/media center, or computer lab to the following informational resources:

- Electronic mail communication with people all over the world
- News and information
- Library Collections including Library of Congress
- Public domain software and graphics
- Discussion groups
- World Wide Web and USENET access

All staff will have an e-mail account.

Unacceptable Uses

The use of the APS Network is provided to facilitate education. Inappropriate use will result in a cancellation of privileges. Users should not expect privacy in the contents of personal files on the district system. Routine maintenance and monitoring of the APS Network may lead to discovery that a student has violated this Policy, or the law. All e-mail is considered public record. The Superintendent of Arlington Public Schools, Assistant Superintendent, Telecommunications Technology specialist or designee shall have the right to access e-mail.

The following unacceptable uses include (but are not limited to):

Illegal Activities

- a) Transmission of copyright or trade information
- b) Transmission of obscene or threatening material.
- c) Staff shall not attempt to gain unauthorized access to the APS network or to any other computer system through the APS Network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files. These actions constitute vandalism and are illegal, even if only for the purpose of "browsing"
- d) Staff shall not use the APS Network for commercial or personal purposes, which includes offering, providing, or purchasing products or services through the APS Network.

System Security

- a) Staff is responsible for their individual file account and should take all reasonable precautions to prevent others from accessing their files. Under no conditions should staff provide their password to another person.
- b) Staff shall not download or transfer files without the proper software license.
- c) Staff shall not make deliberate attempts to disrupt the APS computer system, or other ton computer systems and networks, nor destroy data by spreading computer viruses or by any other means. These actions are illegal

Induction and Mentoring Programs for Arlington Teachers

The Arlington School Department provides a mandatory Induction and Mentoring Program for teachers in their first year of teaching and for those experienced teachers who are new to the district. The induction program matches the incoming teacher (mentee) with an experienced educator who will serve as a mentor. The mentor and the mentee will engage in various forms of professional development that fosters growth in their own practices and in student learning. New teachers learn from veteran teachers; schools increase the possibility of retaining strong, well-trained educators, and most important, student achievement is ultimately improved.

The Induction and Mentoring Program is an integral part of a teacher's first year experience in Arlington. Through this program a collegial and collaborative environment is created that provides new teachers with a systematic structure of support from administrators, teachers, and other colleagues. New teachers become familiar with their school and district, their professional growth is guided, and they gain a better understanding of their professional responsibilities. The Induction and Mentoring Program is a fundamental part of the Arlington's Professional Development Plan as well as the Individual School Improvement Plans.

Goals

Arlington's Induction and Mentoring Program includes:

- An orientation for beginning teachers and all other incoming educators.
- A curriculum planning and/or new teacher training prior to the start of school.
- Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities followed by reflective dialogue.
- Opportunities for new teachers to observe other excellent teachers in the district and to participate in small professional groups (i.e. Critical Friends, Math, Reading, etc.)

Core Mentoring Activities

The mentoring relationship is shaped by the activities that a mentor and a beginning teacher participate in together. As part of the licensure regulations, Arlington is required to provide release time for both the mentor and the beginning teacher to engage in regular classroom observations and other mentoring activities. These activities are planned to help the beginning teacher to improve upon their practice and to develop an understanding of the Professional Standards for Teachers. The activities may include:

- Meeting frequently during the school year to plan curriculum and lessons.
- Observing one another's classroom or work setting
- Providing an array of assistance to new teachers, ranging from help with policies and procedures, guidance on classroom management, feedback on instructional strategies, and other aspects of professional practice.
- Analyzing and assessing the beginning teacher's practice in relation to evaluation criteria in order to help the beginning teacher to improve his/her teaching effectiveness.

Mentee Roles and Responsibilities

- **Attend all scheduled mentoring sessions.** These sessions are scheduled with consideration to : state and district policies for beginning teachers, teachers schedules, and the needs of the program.
- **Play an active role in the mentoring relationship.** A beginning teacher can do this by offering critical reflections on her/his own practice and by identifying areas in which assistance is needed.

- **Seek out help.** The beginning teacher must understand that he or she must seek out support from team members, be forthright in communicating classroom issues, and remain open to feedback in order to develop as a professional.
- **Observe experienced teachers at work.** The beginning teacher with the help of his/her mentor should participate in a schedule of observations of experienced teachers. The beginning teacher is encouraged to keep a log to record and reflect on the diversity of their styles.
- **Participate in a support process for maintaining a mentor/mentee relationship.** If an unresolvable issue arises in the mentor/mentee relationship, the mentee can request a meeting with the mentor coordinator to help to reach a resolution.
- **Participate regularly in programs organized for beginning teachers.** These include, but are not limited to, support groups, professional development seminars and beginning teacher workshops.
- **Maintain Induction/Mentoring Verification Forms.** The beginning teacher who does not hold a professional license will record all professional development activities in years 1-3 in preparation to apply for a professional license. (See further explanation below.)

Requirements for Professional Licensure

The route to professional licensure as stated on the DESE website (www.doe.mass.edu/lawsregs p. 15) states that in order to obtain a professional license, applicants must complete the following criteria:

1. A one-year induction program with a mentor
2. A minimum of 50 hours of a mentored experience beyond the induction year
3. A minimum of three full years of employment in the role of the license
4. An approved master's degree program in the discipline relevant to the license sought (typical route).

Items 3 and 4 are self-explanatory. Items 1 and 2 are explained in detail below.

1. In Arlington, participation in the orientation program for new teachers and the first year pairing of a new teacher with a mentor fulfills part of this requirement. Additionally, the new teacher must record all professional activities completed during the first year on the Induction and Verification Forms. (see attached) The mentor will also maintain a log of activities and attendance that the new teacher has participated in during year 1.
2. In order to advance to professional licensure, a minimum of 50 hours of professional/mentoring experiences is required beyond the induction year. These professional /mentored experiences must be completed in year 2 and year 3. (Most of the time, teachers accomplish the 50 hours of professional experience in year 2.) The new teacher must record all professional experiences on the Verification and Induction Forms. At the time of application of a professional license, the applicant will present the logs (Verification and Induction Forms) to their principal and/or department leader. Once participation has been verified, a letter is sent to the applicant. The applicant sends this letter along with application for professional licensure to the DESE and keeps a copy for his/her portfolio.

It is the teacher's responsibility to maintain all documents required for licensure in a professional portfolio that may be audited by the DESE.

The following list is an example, but not limited to, of acceptable professional/mentored experiences:

- Peer observations in other classes
 - Assist in the selection of materials and resources
 - Developing and submitting an Individual Professional Development Plan (IPDP) in conjunction with the principal, department leader or coordinator
 - Scheduled meetings led by the principal, department leader or coordinator
 - New teacher meetings that review curriculum and other topics
 - District sponsored content or pedagogical workshops
- Participation is professional course work or seminars outside the district

Induction/Mentoring Verification Forms

To All Pre-Professional Status Teachers:

In compliance with the state-mandated district induction and mentoring program, please use the following forms to record and document your professional mentoring activities in years 1-3 in the Arlington Public School District. There is a form for Year 1 and one form for Years 2-3. You are responsible for completing and keeping each form.

It is essential that you keep track of your mentoring activities on each form by:

- > Listing the date of the activity
- > Checking off the type of activity
- > Listing the specific topic
- > Recording the number of hours that you have participated in the activity
- > Having your mentor or provider initial each entry

At the end of Year 3 you must give a copy of all forms to your building principal or department head as evidence of your completion of the Year 1-3 Induction/Mentoring Program. A letter will be written validating your completion of the Program, which will be necessary as you apply for a Professional License.

Copies also must be sent the Assistant Superintendent's Office.

EXAMPLE
Induction/Mentoring Verification Form (Log)
Mentee Year 1-3

Teacher's Name: _____ Year: _____

School: _____ Grade/Position _____

Mentor's
Name _____

Types of Activities: **PD**-Professional Development, **DPP**-Building/District Policy & Procedures, **CI**-Curriculum and Instruction, etc.

Date	Type of Activity	Specific Topics	# Hours of Participation	Initials of Facilitator or Mentor
8/19/14	CI	New Teacher Training- K-5 Health Curriculum Overview	1	
8/21/14	CI	Literacy Curriculum Planning with Mentor	4.5	
8/25/14	PD	New Teacher Orientation	5.5	

Getting Started

The Basics

PROFESSIONAL BEHAVIORS/EXPECTATIONS

CONFIDENTIALITY

As a professional, it is expected that you maintain a sense of CONFIDENTIALITY when dealing with colleagues, students, and parents.

PUNCTUALITY

By contract, all teachers are expected to arrive at their school no later than 15 minutes prior to the starting time for students. It is a professional courtesy to arrive at faculty and other scheduled meetings on time.

DRESS

Although the Arlington Public Schools does not have a formal dress code, it is important to remember that as an educator you are a leader and role model for children. You should make appropriate decisions in your attire based on the position you hold.

ABSENCE

If you have to be out for any reason, you **must** call or log in to AESOP, the District's Attendance Monitoring and Substitute Placement System. <https://www.aesoponline.com/login2.asp> The AESOP phone number is **(800) 942-3767**. When you call AESOP you must enter your login I.D. and your pin number. The AESOP system is available 24 hours a day. When you know that you will be absent, please call or log in to the AESOP system as soon as possible. You must report your absence via AESOP whether or not you need a substitute. If you will have a sub cover your class, you are expected to provide lesson plans for the substitute who will be assigned to cover your class. (Please see substitute section of this handbook for additional information.)

RELIGIOUS HOLIDAYS

Please be considerate of students/staff celebrating religious holidays. The list of religious observances is on the calendar issued by the Superintendent's office at the beginning of the school year. Note the dates and plan class work, homework, and test/quizzes accordingly.

SNOW/WEATHER CLOSINGS

School closings and delayed openings are announced on local television and radio stations. The District also uses an Alert Now system. This is an automated system that contacts District staff and parents about school cancellations. If you are not currently on the Alert Now system, please contact the Director of Data Integration (781-316-3534) or the Human Resources Department (781-316-3497)

GETTING STARTED...

As a beginning teacher with so many things to think about, the tasks may seem a bit overwhelming. The following chart contains of some building and classroom procedures you will want to understand. Knowing this information will help your year get off to a smooth start.

Please remember that each school has polices and procedures, which may vary slightly from school to school. You should ask your building administrator for this information. In addition, there are logistical and facility questions you may have, that can be addressed by your building administrator, colleagues and/or mentor.

Building Information	Procedure
Classroom supplies	
Plan book & Grade book	
Teacher workroom	
Operating machinery (Ricoh, etc.)	
Contacting the custodian	
Cell Phone Policy School Phone Numbers	
Programming Telephone	

Classroom Information	Procedure
Ordering lunch	
Escorting Students	
Arrival and dismissal	
Taking attendance	
Recess policy	
Nurse's schedule	
Emergency Protocols	

The following levelled Checklists and the Links of Interest may be helpful in your first year.

Links of Interest

There is an abundance of online links that you will select as your favorites and additionally some sites that will be suggested to you by your department leaders and your principals. The following short list contains a few suggested links regarding communicating with parents as well as local and association links that you will find helpful.

Preparing for Parent Teacher Conferences: Five important Questions

<http://www.teachervision.com/lesson-plans/lesson-3683.html>

Tips from Teachers re: parent/teacher Conferences

<http://www.teacher.scholastic.com/professional/parentconf/responses.htm>

Establishing Friendly Partnerships

<http://www.teacher.scholastic.com/professional/parentconf/friendlypartner.htm>

Building Strong Relationships With Parents

This collection of articles is relates to building relationships with parents.

<http://www.scholastic.com/teachers/collection/building-strong-relationships-parents>

Planning for Parent Conferences

<http://www.scholastic.com/teachers/article/planning-parent-conferences>

Tips for Setting Up Parent Teacher Conferences

<http://www.scholastic.com/teachers/top-teaching/2013/09/tips-setting-parent-teacher-conferences>

Speaking Their Language: Reaching Out to Parents Who Speak Another Language

<http://www.scholastic.com/teachers/article/speaking-their-language>

Additional Links that may be helpful:

Aesop

<http://www.frontlinek12.com/Products/Aesop.html>

APS Technology Resources

<http://apstechresources.weebly.com/>

AEEDS site

<https://sites.google.com/a/arlington.k12.ma.us/arlington-effective-educator-development-system/>

Scholastic Reading Club (formerly Book Clubs)

<https://clubs2.scholastic.com/webapp/wcs/stores/servlet/LogonForm>

Arlington Public Schools web site

<http://www.arlington.k12.ma.us/home/>

APS new staff accounts

https://www.arlington.k12.ma.us/eforms/staff_forms/Staff_Account_Requests.asp

APS Technology Help Desk

<http://www.arlington.k12.ma.us/helpdesk/logon.asp?URL=/helpdesk/Default.asp>

MTA

<http://www.massteacher.org/>

BaselineEdge

<https://www.baselineedge.com/>

MA DOE

<http://www.doe.mass.edu/>

Common Core Standards

<http://www.corestandards.org/>

Chrome Web Store

This “store” has all sorts of free (and paid) apps that you can connect to your google drive account. Lots of goodies here.

<https://chrome.google.com/webstore/category/apps>

My Apple ID

This link gets you to the place to reset your password.

<https://iforgot.apple.com/password/verify/appleid>

PowerTeacher - address to access it from home

<https://secure.town.arlington.ma.us/PowerSchool/teachers/pw.html>



High School Checklist

Before the Opening of School

Mentor Teacher contacts new teacher, as soon as possible and welcomes him/her to the school district.

- Teaching assignment/class schedule
- Teaching materials, including textbooks

Spaces to visit:

- Tour of the building
- Classroom setup
- Parking space assignment, if applicable
- Work space, including school-wide faculty, department, and individual office space
- Lounge space, including refrigerator, microwave, and dining facilities
- House office and mailbox
- Copying facilities

People to meet:

- Principal, Assistant Principal(s)
- Department, house, and other colleagues
- Housemasters
- House secretaries
- Guidance counselors
- SPED and other support staff
- AEA building representatives
- Main Office staff
- Cafeteria Staff

Policies and procedures to learn:

- Attendance and tardiness policy
- School homework policy, relating to absences due to illnesses, field trips, family vacations
- Reporting teacher absences *Aesop* (sick days and personal days)
- Computer hardware /software/AV equipment
- Library: checking out books, bringing a class for research, putting readings on reserve
- Substitute folder for unexpected absences
- Fire drills and evacuations routes
- Lunch schedules and rotations if applicable
- Drug/alcohol policy

- Bullying policy
- Cellphone policy

Items to obtain:

- Class list, Individual Education Plans (IEP's) for SPED students and 504 plans
- Keys
- Grade record book and lesson plan books
- Calendars: system-wide calendar and school calendar
- Opening schedule for teachers and students
- Teaching supplies (dry erase markers, pens, paper clips, etc.)
- Department resources (books, videos, maps, overheads)
- AEA/MTA/NEA informational materials

Short and long-term planning:

- Personal and professional goal planning
- Classroom management, routine, and discipline
- Curriculum planning with team/dept. head
- Assessment: philosophy, goals, and methods
- Professionalism and collegiality, including school culture, expectations, appropriate dress, etc.
- Recertification plan, including professional development points (PDPs), workshops, in-service credits, etc.
- Balance in personal and professional life
- Peer observations of each other and other teachers
- Student learning issues: SPED students, interpreting IEPs , and 504 plans, working with SPED staff
- Calendar of school meetings and topics
- End-of-term testing schedule if applicable

Items to develop and/or obtain for students:

- First day and first week lesson plan
- Assignment sheet
- Course expectations/introductory letter
- Home contact information
- Textbooks and book receipt forms

Procedures to learn:

- Back-to School Night (early fall)
- Parent/counselor/student meetings
- Field Trips

- Professional development opportunities (including early release days and professional day)
- MCAS preparation (spring) and analysis
- Enrichment programs
- Athletic contests
- Musical and theatrical performances
- All-school dances
- Student registration/placement for next year (early spring)

Closing of school:

- End of the year activities for seniors
- Collecting and storing textbooks
- Procedure for lost/damaged textbooks
- Clean up classroom
- Return AV equipment and library materials
- Exams: schedule, proctor instructions, room assignments
- Final grade
- Turn in grading books and keys
- Graduation Ceremony
- Daily schedule for last days of school



Middle School Checklist

Before the Opening of School

Mentor Teacher contacts new teacher, as soon as possible and welcomes him/her to the school district.

First Days of School

Building:

- Bathrooms
- Staff parking
- AV room/Media Center
- Library
- Computer Rooms
- Teacher's Lounges
- Offices
- Mailbox
- Supply Room
- Nurse's Room

People to meet:

- Mentor(s)
- Principal
- Assistant Principal(s)
- Team Leader
- Secretaries
- Other teachers in your grade/cluster
- Other teachers in your school
- AEA building representatives
- SPED staff-especially those working on your team
- Guidance counselors
- Custodial staff
- Cafeteria staff

September

Policies and Procedures:

- ✓ Progress reporting process
- ✓ Student attendance and tardiness
- ✓ Homework (school/team/district)
- ✓ Reporting Teacher Absences-*Aesop* (sick and personal)

- ✓ Understanding Power Teacher
- ✓ Acceptable Use Policy
- ✓ Grade Book
- ✓ Substitute plans – what to have available and where they should be located
- ✓ Obtaining hardware/software and AV equipment
- ✓ How to report technical problems (tech support)
- ✓ Library-Checking out books, other library opportunities
- ✓ Fire Drills and evacuations
- ✓ Drug and alcohol policy
- ✓ Bullying policy and action
- ✓ Discipline policy
- ✓ Arranging field trips
- ✓ Read Arlington Public Schools Webpage (parents read it)
- ✓ Read OMS webpage (parents read it)

Items to obtain:

- ✓ Class list, Individual Educational Plans (IEP's), 504 Plans, ELL information
- ✓ Keys
- ✓ Lesson plan books, if provided
- ✓ Calendars: system-wide, school, and Professional Development calendars
- ✓ Opening schedule
- ✓ Teaching supplies (markers, pen/pencils, paper clips, etc.)
- ✓ Curriculum resources (books, videos, maps, overheads, etc.)
- ✓ AEA/NEA/MTA informational materials

Short and long-term planning

- ✓ Personal and professional planning goals
- ✓ Classroom management, routines, and discipline
- ✓ Assessments: philosophy, methods, goals (district/school)
- ✓ Budget management and ordering policy
- ✓ PTO allocations and ordering if applicable
- ✓ Program evaluation
- ✓ Professionalism and collegiality, including school culture, expectations, appropriate dress, etc.
- ✓ Certification/Recertification plan, including professional development points (PDPs), workshops, in-service credits
- ✓ Peer observations
- ✓ Training on software applications available on classroom computer(IT Specialist

Upcoming school events:

- ✓ Back-to-School Night
- ✓ Parent visitation days
- ✓ Conferences
- ✓ Closing of grades
- ✓ Progress Reports go home
- ✓ See district and school calendar for other important items

Discussion items or topics:

- ✓ Classroom management issues
- ✓ Assessment procedures
- ✓ Early parental contact
- ✓ Individual Education Plans (IEP's) and 504 Plans

October

- ✓ Procedures and options for mid-term progress reports
- ✓ Professional development opportunities and the guidelines for obtaining PDP's
- ✓ Balancing personal and professional life
- ✓ Curriculum planning options (within the team, among subject area colleagues, cross-curricular activities within the grade level)
- ✓ Professionalism, collegiality, school culture issues
- ✓ Formal observations by administrators
- ✓ Continue conversations about Respect, Anti-Bullying and Standards Based Education
- ✓ Procedures for term grading, including recording grades, comments, deadlines, etc.

November

- ✓ Procedures for term grading, including recording grades, comments, deadlines, etc.
- ✓ Students and/or other issues
- ✓ Tips on conducting a parent conference
- ✓ Ongoing contact with parents including follow up with parental questions/concerns
- ✓ Plans for improving/changing instructional practices for the second marking period (team, grade)

December/January

- ✓ Time of year issues
- ✓ Student (and possibly teacher) apathy
- ✓ Discipline issues
- ✓ Tips for transitioning into and out of a long holiday vacation

February

- ✓ MCAS preparation and related issues
- ✓ Goal setting for the second half of the year
- ✓ Thinking about summer plans (professional development, work, etc.)
- ✓ Peer observations for the second half of the year
- ✓ Reflection on observations done by building administrators

March/April

- ✓ Budgeting/ordering for the coming year
- ✓ Thinking about practice and ways to end the year in June
- ✓ Evaluations
- ✓ Special activities
- ✓ Ongoing preparation for MCAS including special schedule that the building may follow
- ✓ Progress reporting

May

- ✓ Reflecting and goal setting for next year
- ✓ Administering MCAS
- ✓ Disruptions at the end of the year from school activities
- ✓ Assessment and end of the year progress of students
- ✓ Continue conversations about Respect, Anti-Bullying and Standards Based Education

June

- ✓ Final progress report and student comments
- ✓ Special closing activities with classes/teams
- ✓ Procedures for closing school
- ✓ Collecting and storing materials
- ✓ Returning AV equipment and materials
- ✓ Communicating student information to receiving teachers
- ✓ Preparing the classroom for possible summer use
- ✓ Turning in keys, etc.
- ✓ Possible schedule changes for the last week of school

Elementary Checklist



Before the opening of school

- Check on professionalism, collegiality, school culture, appropriate dress
- Find out how to access needed furniture
- Identify a “go to person” to answer questions with issues that are specific to your school if your mentor is not easily accessible or ask your principal for that info
- Learn who the administrators and other support staff are in the district
- Have your class list and know who your students are
- Read all the IEPs of students in your class
- Know of any specific health issues of students
- Check that you have all of the curriculum materials that you will need and that should be in your classroom
- Have the opening schedule of school and related meetings
- Contact Arlington Public Schools Human Resources Dept. for information on district schedules
- Set up your classroom
- Tour your building
- Develop a classroom management plan
- Set up your classroom

September or earlier find out:

Building

- ✓ Teacher and student bathrooms
- ✓ Staff parking place and details
- ✓ Teacher’s workroom
- ✓ Teacher’s lunchroom if different than workroom
- ✓ Location of nurse’s room, music room, art room, library, cafeteria, auditorium(s), after school program
- ✓ Teacher’s mailboxes
- ✓ Where to get supplies
- ✓ Where to get keys
- ✓ Where the custodian’s office is located
- ✓ The time the building is open and closed for the day
- ✓ AEA/MTA/NEA Informational Materials

People to meet or to know about

- ✓ Principal
- ✓ Lead teacher
- ✓ Arlington Education Association liaison in your building and officers of AEA
- ✓ Librarian, music teacher, art teacher, nurse, school secretary, social worker, reading teacher, social worker, all general ed. and special ed. teachers in the building
- ✓ Know who the TAs are in the building
- ✓ Lunch supervisors and cafeteria staff
- ✓ Know who the administrators are in the district – on the Home Page with phone numbers
- ✓ Know who your custodians are
- ✓ Know who the PTO officers and School council members

September - June

Procedures:

- Student attendance and tardiness
- Arrival and dismissal times
- After school dismissal times
- School bus schedule
- The nurse's schedule
- Library circulation process
- Contacting home/family
- Obtaining supplies
- Ordering curriculum materials
- Movement in the building
- Fire drill and evacuations
- Reporting teacher absences (sick and personal days)
- Opening and closing times of your school
- Special Education referral process & procedures
- ELL Process

Policy:

- Homework policy
- Recess policy
- Communication with parents
- Cellphone use for teachers and students
- District Progress Report
- Substitute coverage
- Acceptable Use Policy

Calendar:

- Progress report schedule
- Grade/period cutoffs
- School holidays
- District professional days
- Early Release Days
- Building based meetings
- Individual School Events
- End of year procedures

Health & Wellness

School Health Services
Department of Children & Families

HEALTH SERVICES

EMERGENCY FORMS

It is imperative that each student and all staff have emergency information on file in the Health Office of each school. Homeroom teachers should instruct students to take the emergency form home for completion and return it on the next school day. Homeroom teachers should NOT accept a form unless it is completely filled out. Homeroom teachers should alphabetize the forms and send them to the Office in their individual schools with a list of students who have NOT returned the information.

STUDENT MEDICATION

Medication is stored and dispensed in the Health Office. (See the nurse about exceptions to this policy.) All students taking prescribed medicine during school must see the nurse so that proper medication is dispensed. The nurse can dispense Tylenol and ibuprofen with parent or guardian signed permission.

ACCIDENT PROCEDURE FOR STUDENTS

When a student is injured on school property during the school day, he/she must report to, or be taken to, the Health Office IMMEDIATELY. The Health Office is responsible for completing accident reports (in triplicate). A copy is sent to the Superintendent's Office, a second copy to the nursing supervisor (for the purpose of insurance claims), and the third copy is kept on file in the clinic.

ACCIDENT PROCEDURE FOR STAFF

All accidents or injuries that occur in the school building or on the school grounds must be reported to the Health Office and the **Main Office** IMMEDIATELY. An accident report must be completed by the injured staff member and sent to the Superintendent via the Main School Office within twenty-four (24) hours.

STUDENT ABSENTEEISM DUE TO ILLNESS OR ACCIDENT

All students who are absent because of illness or accident for five (5) consecutive days or returning to school from hospitalization should see the nurse for readmission to school. This is necessary to verify the absence and so that any doctor's recommendation may be carried out.

CHILD ABUSE AND NEGLECT

“Child abuse” is the infliction, by other than accidental means, of physical or emotional harm upon a child.

“Child neglect” is the failure to provide necessary food, care, clothing, shelter, medical attention or appropriate supervision for a child.

To comply with the Mandatory Reporting of Child Abuse Act, Chap. 1076, the following procedure will be followed:

Any staff member who has reason to suspect that a child has suffered or is suffering physical or emotional injury as a result of abuse or neglect MUST IMMEDIATELY consult with the building Principal. The Principal will consult with the child and other relevant staff members (including, but not limited to :nurse, counselor, etc.). If there is a reasonable cause to believe that the child suffered or is suffering such injury, than an oral and written report will be made by the Principal to the Department of Social Services.

FOR A WRITTEN REPORT, USE FORM 51A OR ORAL REPORT, CALL D.C.F. (DEPARTMENT OF CHILDREN AND FAMILY SERVICES). THEY CAN BE REACHED UNTIL 5:00 P.M. AT (781)641-8500

**30 Mystic Street, Arlington, MA 02474
24 hours a day Child-at-Risk HOTLINE at 1-800-792-5200**

The Mandated Reporters’ Guide and the 51A Report Form are available on the APS website and on the internet

Unless there are extenuating circumstances, the Principal or his/her designee will contact the parents or guardian(s) to inform them of our legal responsibility to inform DCF.

Under chapter 1076, Acts of 1973 school personnel who, in good faith, make a report of suspected child abuse or neglect in accordance with the statute shall be immune from any civil or criminal liability that might otherwise be imposed

Bullying and Retaliation are Prohibited

The Arlington Public Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct.

A. Definitions

Bullying is conduct that is repeated by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional and is directed at a student, causing one or more of the following:

- a. Physical or emotional harm to the targeted student or damage to his/her property;
- b. Placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. A hostile environment at school for the targeted student;
- d. Infringement on the rights of the targeted student at school; or
- e. Material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying is bullying through use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, or blogs; creating websites or blogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, blog, or posting by which the creator/author impersonates another person.

Hostile Environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions or a student’s education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (including cyber bullying) and Retaliation are Prohibited.

The Arlington Public Schools prohibit bullying (cyber bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or on a property next to school ground;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;

- through use of any school computers, internet connection or other school based technology
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to: K-5 Building Principals, 6-8 Grade Level Administrator, 9-12 House Deans. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal (or to a member of the Superintendent's staff if appropriate). Students are urged to report all conduct that is of actual concern to them. However, knowingly making a false accusation of bullying could result in discipline.

D. Addressing Concerns Regarding Bullying

The Principal or other appropriate administrator will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Where appropriate, the Principal/designee will take steps to restore a student's safety even before an investigation has been completed. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action for students that may be taken includes, but is not limited to: verbal warning, written warning, reprimand, detention, short-term or long-term suspension; or expulsion from school.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook is intended to prevent school staff and/or school committee if applicable, from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or Designee will, in addition to taking disciplinary action, notify the parent or guardian of the student aggressor. Staff will also inform the parent of the targeted student of the steps that will be taken that will support the student and to prevent further acts of bullying or retaliation, so long as consistent with applicable legal restrictions. For example, specific information about disciplinary action taken will generally not be released to the target's parent or guardian-unless it involves a "stay away" or other directive that the target must be aware of in order to report violations.

The above language is intended to be consistent with the Arlington Public School's Policy Addressing Bullying and the Arlington Public School's Bullying Prevention and Intervention Plan. A copy of the complete policy is available at: <http://www.arlington.k12.ma.us/asc/policies/jicfb.pdf>

A copy of the complete plan is available at:

<http://www.arlington.k12.ma.us/administration/bullyingprevention/pdfs/apsbullyingpreventionplan12-21-10.pdf>

Nutrition and Wellness in School

The following statements reflect part of the Nutrition and Wellness Policy (File JLCE) and are directly applicable to elementary, middle, and high school teachers . Please refer to the Nutrition and Wellness Policy on the Arlington Schools website for additional information.

www.arlington.k12.ma.us . Click on School Committee Policies

Nutrition

The nutrition standards and associated regulations promulgated by the Massachusetts Department of Public health and Department of elementary and Secondary Education apply to competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends. Foods and beverages sold in vending machines must comply with the standards at all times.

Food Sold for Fundraising

The Arlington Public Schools will allow only non-food items to be sold as part of school-sponsored fundraising activities during the school day. This mandate extends from 30 minutes before to 30 minutes after the school day. Bake sales for an election day that corresponds to a school day are exempt. Also, sold for fundraising not for immediate consumption in school, but to take home shall be permitted.

School sponsored events to raise funds that do not take place during the school day are strongly encouraged to include healthy alternatives.

Healthy Classroom Parties and School Celebrations

The Arlington Public Schools recognize that classroom parties and celebrations are tradition at school. However, with the current goals of promoting healthy eating, parents are strongly encouraged not to send in any food items to share with the class. Since September 2013, all classroom birthday celebrations will be food free. All other classroom parties and school celebrations that contain food must be approved by the principal.

Curriculum Based Food

Curriculum based food activities run by the teacher will need the teacher's approval as well as the building principal's approval.

Nutrition Education

The Arlington Public Schools are dedicated to providing students with the knowledge and means to make healthy choices, healthy lifestyle, and physical activity choices. This is accomplished by increasing awareness of the benefits of eating healthy, getting the recommended amount of daily physical activity, defining nutrition and physical activity goals through an integrated approach of nutrition topics in grades K-12.

Students Bringing in their own Food

Parents/Guardians may send their individual students to school with whatever from they deem appropriate. Food should not be shared.

Access to Water

The Arlington Public Schools will make water available to all students during the day without charge.

Daily Recess

All elementary school students will have daily-supervised recess, preferably outdoors, during which schools should encourage, verbally and through the provision of space and equipment, moderate to vigorous physical activity. To the extent possible, schools will endeavor to schedule recess prior to lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Teachers will strive not to use recess or physical education as a punitive measure.

For more information, please speak to your school nurse and refer to: ***Arlington Public Schools Wellness and Nutrition Guidelines – Question and Answers for Staff and Parent***

Your Classroom Community

Open House
Curriculum Night
Progress Reports
Conferences

OPEN HOUSE AND CURRICULUM NIGHT/DAY

Each school has its own culture and customs. You'll need to ask your mentor or colleagues for specifics regarding open house and curriculum events at your school. Many schools will have added evening or daytime events that support the curriculum or special school projects such as Art Night and Fifth Grade Recognition Night at the elementary level and Exploration Evening and Eighth Grade Recognition Night at the Ottoson Middle School. AHS teachers should consult the **Arlington High School Teacher Manual** for information regarding curriculum programs or evening events held for grades 9-12.

While not all evening events are requirements, your attendance is important! Teachers may be required to participate in a curriculum night at the beginning of the year and evening conferences during the year. (See AEA Contract)

***WHAT IS AN OPEN HOUSE?**

In general, open house is a time for the parents and community to come and visit the classrooms. It is a chance for all parents, teachers and students to socialize. It is usual to have informal conversations about curriculum and student expectations, however, it is not an atmosphere of confidentiality and should not be used to formally discuss grades or student achievement.

***WHAT IS CURRICULUM NIGHT/DAY?**

The event is an opportunity in the fall for elementary school teachers and parents to meet and discuss the curriculum for the year. It is also an important opportunity for teachers to discuss classroom routines, policies and procedures such as homework and behavioral expectations. Again, it is not a confidential atmosphere, so it would not be appropriate to discuss grades or individual student performance.

***WHEN DO THEY TAKE PLACE?**

You can expect to receive these dates at your school building meetings at the beginning of the year. In general, there will be an open house in the fall shortly after school begins, as well as a curriculum afternoon/night for elementary school teachers and parents. Some schools will combine the two sessions to accommodate parents with more than one student.

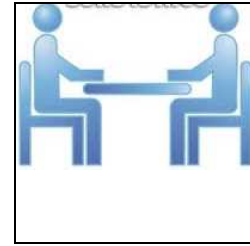
Most schools will also sponsor an all-school event in the spring. Many times spring events may include a musical performance by the students

***HOW DO I PREPARE FOR A CURRICULUM NIGHT/DAY OR AN OPEN HOUSE?**

Open House It is best to have your room clean and orderly . You may also want to display your students' work across the curriculum as a demonstration of your hard work and the hard work and progress of your students. Be sure to display a piece of work from every student . Teachers should be well acquainted with the progress of each student, but should refrain from participating in student progress discussions with parents at this time. Conference time is for that purpose.

Teachers at Ottoson Middle School and Arlington High School may be expected to present a brief and thoughtful presentation to the parents of each of their classes regarding curriculum and classroom policies. At that time, please provide a handout for parents that details important information.

Curriculum Night/Day In most schools it is customary to have an outline of the curriculum for the year, usually in the form of a packet to give to parents. Some grade levels choose to do a joint presentation for parents at this time. Consult with your colleagues about the customs in your school. Be sure that your classroom is neat and organized and that all students are represented if displaying student work. **(See OMS & AHS Manuals)**



Parent- Teacher Conferences

In the Arlington Public Schools Parent/Guardian - Teacher Conferences occur following the end of the first marking period in late November and early December. The times and procedures of the conferences vary at the elementary, middle school and high school levels. Be sure to check with your building principal regarding the specifics of the conferencing system at your school.

Elementary Conferences

After the first marking period, and typically after the first report card is sent home, elementary school parents are invited to attend a parent-teacher conference. Parents are asked to sign-up for conferences on an online registration system or in person. Teachers are provided with listings of all parents who have requested a conference through their own school web page.

Conferences are usually scheduled over a three day period after Thanksgiving break. An evening conference may be offered during this period. On average, teachers generally allow 20 minutes per conference and 5 minutes in between conferences.

Middle School Conferences

In September, the middle school hosts a *Parent Open House* where parents follow their child's schedule and hear overviews of course content and expectations.

In late November through early December parents receive a letter inviting them to schedule a conference time with teachers. Parents sign up on the Ottoson web site for conferences with teachers and specialists. Individual conferences are held on two evenings and three afternoons. Conferences are approximately five minutes in length. Teachers should be prepared to discuss student's academic strengths and weaknesses as well as their classroom behavior and social interactions. If parents need to have more in-depth conversations, they are encouraged to schedule an individual appointment.

Teachers are available by appointment to meet with parents to discuss a student's progress; parents are encouraged to leave a message at the Guidance Office to schedule an appointment.

High School Conferences

Refer to the Arlington High School Teacher Manuals.

REPORT CARDS/PROGRESS REPORTS

Report card/progress report formats and areas of assessments vary throughout a student's educational career. However, the actual report card/progress report for each grade level is standard throughout the town and is displayed on line for teachers and parents. Teachers make report card entries through *Power Teacher*. The following chart provides you with a quick look at the important details and information concerning the variations in report cards by level in the district.

Grades	# of Cards	Distributed	Academic Grades/Standards	Effort and Personal Growth	Comments
K	2	November, June	Checklist	Checklist	Yes
1-3	3	Nov., March, June	B, P, M, E, N	R, S, O, A	Yes
4-5	3	Nov., March, June	B, P, M, E, N	R, S, O, A	Yes
6-8	4	Nov, Jan., April, June	A, B, C, D, F	A, B, C, D, F	Yes
9-12	4	Nov, Jan., April, June	A, B, C, D, F	A, B, C, D, F	Yes

Report Card/Progress Report Comments

Report Card/Progress Report comments promote positive communication between teachers, parents, and students. Teachers can also express concerns or make explanations that are not represented in the actual grades. Comments should be written in a positive informative manner, while still effectively addressing the issues of the student.

Tips...

- Locate and review the Report Card/Progress Report format at the beginning of the school year. This will assist you in setting up your grade book as well as inform you about content areas you need to be regularly assessing.
- The first marking period goes very quickly! Make sure you know when grades close and that you are actively assessing and recording students' academic growth and areas of challenge.
- Keep up with the assessment calendar. Record your assessment data following the guidelines issued by various departments.
- Teacher comments are an important means to communicate to parents. You may find it helpful to review students' report cards from the previous year. State your comments clearly, being sure to express your concerns kindly. A list of comment language is available for your use on the next page if you wish to use it.

Field Trips

FIELD TRIPS



Field Trips are not required in the elementary schools, middle school, or high school. However, they are planned to be enjoyed by students and to enhance curriculum topics. The high school field trips must be curriculum related and there are more specific procedures for planning a field trip at the high school. Please consult your AHS Handbook, your colleagues, your mentor, or your administrator for specific information.

You will find that field trip destinations, as well as the number of field trips taken, vary from school to school. Each school has its own culture and customs for field trips. Please check with your principal, colleagues, and/or mentor for specific questions pertaining to your school.

MEDICATION

It is very important that you are aware of the students in your class who are required to take daily medication, specifically during the school day. Any student, who has asthma and uses an inhaler, must bring the inhaler to school the day of the field trip. Please contact your school nurse with any questions regarding your school's procedures on distributing medication while on field trips.

TRANSPORTATION

You will want to book your transportation for your field trip far in advance of the actual day of the field trip. If one is available, an Arlington Public School bus can provide transportation for your field trip free of charge. Please contact the Director of Transportation at 781-316-3503, to coordinate your field trip using an APS bus. If an Arlington bus is not available, you may use an outside transportation company. All outside transportation companies must be approved by the Arlington Public Schools. Please check with your principal.

FIELD TRIP COSTS

The cost of your field trip will vary depending on where you go. Cost will depend on the availability of school rates and the number of students/chaperones attending. Your school PTO may contribute a certain portion of the costs to each grade level for field trips. Please check with your colleagues, principal and/or mentor for this information.

SPECIFIC GRADE LEVEL PROGRAMS

FIFTH GRADE SCIENCE CAMP

For over 30 years, Arlington Public School students have participated in an environmental education program that emphasizes ecology, teamwork and stewardship. Students are offered the opportunity to participate in a four-day, overnight program at the W. Alton Jones Campus in West Greenwich, Rhode Island. The trip takes place in the fall and spring depending on the schools' schedules for the year.

Not all students will elect to participate. They are still expected to attend school during the four days, and 5th Grade Teachers will prepare lessons and activities for those students who remain at school. The students who participate will board the bus at the school on the morning of Day #1 and return at the end of the school Day #4. Teachers are not required to attend Science Camp, but your attendance for some portion of the trip is greatly appreciated by the Science Department, the W. Alton Jones staff, your colleagues, and **especially** the students. Stipends are often available for overnight stays.

FIFTH GRADE OTTOSON MIDDLE SCHOOL TOUR

The transition from elementary to middle school begins at the end of grade 5. Fifth grade classes visit the Ottoson in the early spring. The children meet the principal and go on a guided tour of the middle school led by student guides. A question and answer period follows.

ADDITIONAL INFORMATION

Please consult the Ottoson Teacher Manual and the Arlington High School Handbook for additional information regarding tours of those facilities, other field trips and additional permission forms.

Elementary school teachers are advised to work closely with colleagues at their buildings when planning and scheduling field trips during the year. The local historic sites are frequent destinations for elementary school field trips.

Town-Mandated Permission Slips

The following form(s)* must be completed and returned to the teacher planning the field trip before any student can attend. This form may be copied, but it cannot be altered in any way. The High School requires an additional permission slip from the teacher who is planning the trip. It requires each of the student's teachers for the day of the trip to sign off.

****Please consult school principal regarding the need for additional school permission slips.***

Field Trip Form

(School Committee Policy) File: IJOA-E

Field Trip: _____ School: _____

Teacher: _____ Date: _____

PERMISSION TO PARTICIPATE AND RELEASE FROM LIABILITY

Your child's teacher has volunteered to organize a school-sponsored field trip. Participation in this field trip is voluntary, but you must give permission before your child can go. If you do not give permission, your child will remain at school for the regular day and continue academic work there. This field trip is not essential, and your child's grade will not be affected by participation in this trip. This trip is offered as enrichment.

Your child's teacher may provide additional details such as clothing requirements, lunch provisions and other details in an accompanying correspondence to you. Please read this information carefully. Your child will be supervised by teachers and/or parent chaperones. It is possible that your child may face more risks by participating in this field trip than if your child stayed at school. We cannot enumerate every risk, but we believe that you are generally familiar with this activity and your child, and are in the best position to decide whether your child should participate. The School Department and Principal have approved this field trip, but we cannot and do not guarantee that there will be no injuries or damages as a result of this field trip.

This is a legal document and you are free to obtain a lawyer's advice before signing it. You may not, however, change the language of this form, and any additions or deletions you make to this permission form and release have no effect.

By signing this form, you agree that your child may participate in the field trip. By signing this form, you also agree to release the Town of Arlington, Town officials, Town employees and all parental program and activity volunteers or chaperones from any and all damages, death and/or injuries of any kind you and your child might suffer as a result of participating in this field trip, except for those that result from gross negligence or wanton and willful misconduct. This agreement to release does not apply to any independent contractor.

Signed: _____

Parent/Guardian of: _____ Teacher/Grade _____

Male _____ Female _____

Student's Last Name First Name Middle Initial

Home Address Zip Code

Telephone No. Date of birth Grade/Homeroom
(A copy of the birth certificate may be required)

IN CASE OF EMERGENCY CALL

1. _____
Name Tel. No. Relationship

2. _____
Name Tel. No. Relationship

Substitute Teachers

TEACHER ABSENCES

Throughout the year there may be times when you will not be able to make it to school. Your absence may be due to illness, and emergency, or a personal/professional day. Please note that your absence affects not only you but also your whole class. It is your responsibility to make appropriate plans in the event of your absence.

If you have to be out for any reason, you **must** call or log in to AESOP, the District's Attendance Monitoring and Substitute Placement System. <https://www.aesoponline.com/login2.asp> The AESOP phone number is **(800) 942-3767**. When you log in or call AESOP you must enter your login I.D. and your pin number. The AESOP system is available 24 hours a day. When you know that you will be absent, please call or log into the AESOP system as soon as possible. You must report your absence via AESOP whether or not you need a substitute. If you will have a sub cover your class, you are expected to provide lesson plans for the substitute who will be assigned to cover your class. (Please see substitute section of this handbook for additional information.)

Full time Teachers are allotted 15 sick days per year. For first year teachers, one day is immediately deducted from your sick leave accrual and placed into the sick leave bank, which is to be used for situations of serious illness when a teacher has exhausted his or her accrued sick leave. Sick days are only to be used for personal illness, injury or medical appointments.

Full time teachers are entitled to 2 personal days per year. Personal days must be requested at least 48 hours in advance. Temporary absence forms are available in each school's office for the purpose of making this request.

The number of sick and personal days is prorated for part-time employees and for employees who begin work after the beginning of the school year.

Other absences must also be requested using the temporary absence form as well as logging the absence on AESOP. These include professional days, school business, mentoring, jury duty, family illness, bereavement, and religious observance.

HOW SHOULD I PREPARE FOR THE SUBSTITUTE?

In the event that you are absent from school, you and/or your principal are responsible for providing the substitute teacher with the information he/she will need to run your class.

Each school may differ in regard to what information should be available for a substitute teacher and who is responsible for providing that information. It is recommended that you talk with your principal and/or mentor at the start of the school year regarding your school's specific policies and procedures for preparing for a substitute teacher. Listed below is some general information/documentation that should be made available to a substitute teacher in the event of your absence.

1. Lesson Plans

- a. **Emergency Lesson Plans (ELP)** – These plans should be created by EACH teacher at the beginning of the year and kept with the department chairs (for their approval) and/or the principal. They are to be used in the event that a prepared daily lesson plan is not available. As the emergency lesson plan is used, it is labeled as such, and should be updated in a timely fashion. (Attached you will find a copy of the standard ELP form to guide you.)
- b. **Prepared Daily Lesson Plan (PDLP)** – If the absent teacher has had an opportunity to prepare a lesson plan, there should be a building policy relative to where that lesson plan should be kept (e.g. teacher's top desk drawer, left in the office, etc.) Please check with your principal regarding the school's policy on the location of these plans. If none exists, the fallback is to the ELP. (Attached you will find a copy of the standard PDLP form.)

2. Class List – this is a list of the students in your class.

3. Substitute Teacher Folder

This folder should be created ONCE early in the year. The information contained in this folder provides the substitute with miscellaneous, but important documentation. Location of this folder may be different depending on the school in which you teach. Please check with your principal as to where it should be kept. Information that should be contained in this folder is listed below and can be communicated to the substitute by using the attached substitute folder sheets. (Please see attached sheets.)

a. *Names and numbers of personnel the substitute may need to contact.

b. Emergency Information

Telephone numbers	First Aid Kit Location
Room key location	Evacuation Procedures
Emergency procedures/postings	Lockdown Procedures
School/Emergency Telephone numbers (e.g. reaching 911 from your room)	

c. Daily Routines

Location of lesson plans/materials
Attendance Procedure
Bus Duty (if applicable)
Restroom Location and Procedures
Cellular phone Policy (for teacher and student)

Lunch Procedures
Dismissal Procedures
Hall passes Procedures
Water Bottle Policy

d. Classroom Management

Classroom Rules
Rewards and Awards

Discipline Program/Protocols
Seating Chart

e. Names of Students with Special Considerations

Seating
Allergies

Outside Classroom Considerations
Medication Needs

f. *Map of school building/room locations

g. *Incident Report

***Provided by building Principal and/or Nurse**

4. Substitute Feedback Sheet

It is recommended that each substitute complete this form and leave it with the appropriate administrator (e.g. department head, principal, etc.) This will be based on the discretion of each individual building principal. A standard substitute feedback sheet is attached.

Also substitute feedback may be entered through the District's Attendance Monitoring and Substitute Placement System. <https://www.aesoponline.com/login2.asp>

Substitute Folder

Teacher	Room	Assistant

Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Student Helpers	Teachers Available for Asst	Location

Personnel you may need to contact

	Phone #	
Principal		
Asst. Principal / Appointee		
Building Secretary		
Nurse		
House Dean Secretary (A-M)		
House Dean Secretary (N-Z)		

Emergency

	Location :
Emergency Procedures are posted :	
Evacuation Plan is posted :	
Contact in case of an Emergency :	
EXTREME EMERGENCY	9-911 (Contact office, if 911 is called)

Daily Routines

Need	Location	Procedure
Daily Lesson Plans		
Attendance		
Lunch Tickets		
Hall Passes		
Bus Duty Information		
Restrooms		
Water Fountain		

Classroom Management

Classroom Rules	
1.	
2.	
3.	
4.	
5.	
6.	
Discipline Program	
1.	
2.	
3.	
Rewards & Awards	
1.	
2.	

Student with Special Considerations

Student	Schedule	Contact Person

Substitute Lesson Plans

Please use this form, in the event that you have a planned day of absence. Provide as much information for your substitute that you can. Both of you will be very appreciative that you've done so. HAVE YOU INCLUDED YOUR CLASS LIST?

TEACHER'S NAME: _____

SUBSTITUTE'S NAME: _____

ROOM NUMBER: _____

GRADE/SUBJECT: _____

MISC: _____

Lesson :

EMERGENCY Substitute Lesson Plans

Please design a lesson plan that can be used anytime during the year, in the event of an emergency. Remember to update this form in a timely manner after the lesson has been used.

TEACHER'S NAME :	
ROOM NUMBER :	
GRADE/SUBJECT :	
LUNCH PERIOD/TIME :	
NURSE IS UNAVAILABLE :	

Lesson :

Substitute Teacher Feedback Form

Substitute Teacher's Name : _____

Teacher's Name : _____

Period/ Time of Day	Subject (if it applies)	Comments
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		

ELL

English Language Learners

Welcome to Arlington's linguistically and culturally diverse school community!

As your students enter your classroom in the first days of school, you will readily recognize this richness. It brings great rewards and challenges to all teachers of all grades. Such diversity causes teachers to adjust their thinking about all aspects of teaching, from communicating with parents for whom English is not their first language to accessing students' varied experiences and backgrounds in order to locate "entry points" for instruction. It challenges teachers to adjust test items to accommodate the "language-in-process" stages of English Language Learners. It asks that teachers consider the range of home environments regarding resources to help with homework in English.

District Demographics

In general, about 11% of students in our nine schools in Arlington speak a first language that is not English. Linguistic diversity ranges from about 4% to nearly 30% across the 9 schools. Over 33 languages (and thus, cultures and schooling experiences) are represented among these students and their families. Many families are literate and fluent in English and are professionals or visiting professors at local universities. Other families are in transition, may be separated from familiar customs, friends and family, and may feel isolated and confused.

You will have numerous opportunities to meet these students and their families, become familiar with their unique histories, and share their linguistic, cultural, and academic successes.

English Language Learners (ELL) Department

Arlington maintains an English Language Learner (ELL) Program at each school. We are in compliance with state and federal requirements and guidelines for instruction. The academic performance of ELLs indicates that Arlington teachers do an excellent job with ELLs although additional information and resources can always be helpful.

Your first and most readily available resource is the ELL teacher in your school. There are electronic websites that can provide extensive, current, and accurate background knowledge on nearly any culturally diverse student you may encounter in your class (Other websites are available through the ELL Department and the MA and the Department of Elementary and Secondary Education (DESE). Often, the most helpful source for learning about your new student is his/her own family.

Regulatory Considerations

It is essential to know your students who are English Language Learners (ELL). There are some ELL opt-outs whose parent/s turn down ELL program services, FLEP (former English Language Learner), or LOE (Language-other-than-English but identified as proficient in English.) These various groupings need to be reported by the school for state testing and other data purposes.

Each proficiency group (Entering/Emerging, Developing/Expanding, Bridging) follows requirements for ELL instruction. In Arlington, ELLs in grades K-5 are taken out of their classrooms for the required ELL instructional time, most often during the literacy blocks or flex blocks in the mainstream classroom. At the secondary schools, Entering/Emerging ELLs participate in ELL for their English credits (aligned/"bridged" to standards for ELA, English Language Arts) as well as additional time for learning academic content vocabulary, reading and writing for academic purposes, and ELL strategies. In addition to taking regular education English, Developing/Expanding and Bridging level ELL students participate in ELL to strengthen academic vocabulary across the content areas, access or build background knowledge, read for comprehension, and write for different purposes, among other priorities.

The ELL program is not part of special education; however, ELLs and former ELLs have the right to special education services, when appropriate. Before referring an ELL for special education testing, all regular education means, including the ELL program and reading and math general education interventions, should be used to support language, literacy, and other gaps in performance. At the school level, attention should be paid to:

- Including ELL staff in the cluster or TAT meeting process to make available all relevant background information and evidence of progress being made;
- Informing and involving parents using their first language, when appropriate;
- Testing ELLs using first language and culturally unbiased test instruments and procedures;
- Providing culturally aligned instruction similar to those principles espoused in the current “sheltered English immersion” models required by the MA DESE for any classroom with even one ELL student.

Identifying ELLs

The best way to assure academic success for ELLs is to identify them accurately and early, be sure that they have been assessed by the ELL so they can receive appropriate language development services, and adjust your teaching to their needs. You should receive an ELL program “Classroom Teacher Intake Summary” form for each new ELL student and for each on-going ELL student. This form provides the following:

1. The identified proficiency level (Entering/Emerging, Developing/Expanding, Bridging) for the 4 language areas of listening comprehension, speaking, reading, and writing. These levels are equated to the MA ELL standards;
2. Background information such as home language, years of prior schooling in the home country and/or other U.S. site, and the status of ELL enrollment (accept, opt-out by parent, waiver)
3. The name of the ELL teacher at your school.

ELL students and their families arrive in Arlington during the summer and throughout the school year. Upon enrollment at Central Registration in the elementary school or at their secondary school, the ELL teacher is contacted to do the required language assessment for possible ELL needs. The parent/guardian is then informed of the need for services and may accept or decline. This entry point is critical in anticipating the programming needs of a potential ELL student. Both the language assessment and parent enrollment documentation should be located in the student folder, for your information, as needed.

ELL and “Sheltered English Immersion”

At the elementary schools, ELLs participate in the mainstream classrooms in “sheltered” ways, with the classroom teacher communicating regularly with the ELL teacher. “Sheltering” English is a means of modifying curriculum, instructional strategies, assessment, and materials for all levels of English learners in the classroom. In MA, all classroom teachers and other professional staff are required by the MA DESE to complete the Sheltered English Immersion (SEI) endorsement course.

As a new teacher in Arlington, you can participate in sheltered (SEI) coursework in the district, through EDCO, and at area universities and other professional development sites. You are expected by the DESE to show participation in this critical area of building capacity to effectively work with all learners, including ELLs, on behalf of academic achievement. Please contact the office of the Assistant Superintendent to learn about these opportunities.

Welcome to an exciting year of academic work and success with all your learners! – *Director of ELL*

Special Education

Special Education Department of the Arlington Public Schools

The Arlington Public Schools aligns itself with all federal and state laws and regulations regarding Special Education. The range of services available to students with special needs continues to expand yearly, providing children with their identified level of support need within the least restrictive education setting possible. Arlington is dedicated to providing free and appropriate public education (FAPE) to all students regardless of their need.

Beginning each school year, it is imperative to become familiar with any **Individualized Education Plans (IEPs)** that students enrolled in your classroom may have. These documents are legally binding and you are required to follow through on any accommodations, modifications and/or strategies written within them. Each school building has a fulltime Special Education Liaison and a Special Education Team Chair who can assist you, should you have any questions.

Referrals to Special Education should be made once all efforts through **RTI** have been exhausted. Well thought out accommodations, modifications and strategies should be thoroughly documented and should accompany any referral for full special education evaluation. Evaluations can be conducted within all areas of identified concern, specifically and most commonly would be in the areas of Education, Speech and Language, Occupational Therapy and Physical Therapy. Behavior observations as well as teacher and parent reports always accompany evaluations. Each Elementary, Middle and High School building has a learning Team or Student Support Team that can assist you with any questions, concerns or possible strategies assistance.

While the following is only a glimpse of special education in Arlington and the state of Massachusetts, we encourage you to familiarize yourself with the Department of Elementary and Secondary Education's website at <http://www.doe.mass.edu/>. The Special Education Office in Arlington can be reached at 781-316-3530.

Special Education Program Descriptions

Learning Specialists - Grades K-12

The Learning Specialist provides students with specialized instruction in area of need as identified on the student's IEP as well as instruction in developing compensatory skills so that the student can access the general educational curriculum. Learning Specialists provide repetitive instruction in the core curriculum and test-taking skills in small groups, as needed. Students who are typically included for their academic classes and individual learning styles and disabilities are supported through the collaborative efforts of special educators and general educators. Learning Specialists may provide support as co-teachers in mainstream English Language Arts and Mathematics classes. Coordination and communication between special education teachers and regular education teachers helps students to meet academic demands in the inclusion setting. Teaching assistants supervised by the Learning Specialist may also provide academic, social and behavioral support and accommodations in all settings

Supported Learning Center (SLC -A) – Grades K-12

Specialized Resource Room A - Specialized Resource Room A provides therapeutic, behavioral and educational support for students who have been identified with learning disabilities associated with autism spectrum disorders and related or similar learning, emotional and social disabilities. The program provides educational, behavior and therapeutic support for students who, as a result of their disabilities, are experiencing difficulty in school. The program guides students from dependence to independence while providing a structured, predictable learning environment with clear rules and expectations. Explicit instruction in social skills, social pragmatics, and school-based group and individual counseling is provided as appropriate. The staff supports student success in school by working closely with parents, teachers, administrators and community-based service providers. The goal of the program is to ensure that each student is actively engaged with the learning and social environment in ways that are satisfying, focused and productive in order to help them to succeed as learners, friends and community members. With support from highly qualified staff, students usually attend grade level classes and return to the resource room for direct instruction, academic support, and involvement in the therapeutic/behavioral components of programming. Parents, social workers and teaching staff maintain close communication to help ensure student success.

Supported Learning Center (SLC-B) – Grades K-12

Specialized Resource Room B – Specialized Resource Room B provides a structured, therapeutic supportive setting for students who have social, emotional and behavioral

disabilities that impact the student's ability to perform academically or socially in a mainstreamed setting. A comprehensive positive behavior support approach is used to help students succeed. The highly qualified staff creates and implements individually designed behavior intervention plans, that helps to accurately address the individual behavior and/or social-emotional issues that impede success in mainstreamed settings. With the goal of the Least Restrictive Environment (LRE) the tiered model of the program provides students with different levels of exposure to mainstream and small group classes. The program provides a predictable learning environment with clear rules and expectations, and school-based social work services as appropriate. By working closely with parents, teachers, administrators and community-based service providers, students experience a highly structured therapeutic setting that allows them to be successful at school.

Supported Learning Center (SLC –C) – Grades K-12

Specialized Resource Room C – Specialized Resource Room C provides students identified with intellectual and cognitive impairments a greater focus on functional academic/educational services across multiple learning domains. This program approaches the curriculum through a focused, experientially based methodology. Specialized instruction across multiple areas of learning is designed to support basic skill and concept acquisition. Students in this program typically require curriculum content to be modified through a focus on key concepts, narrowed breadth, and through alternate teaching and assessment methodologies. Students are provided opportunities to learn new material incrementally, with multiple opportunities for practice and through a variety of modalities. New learning is built on and explicitly linked to previously mastered material to endure meaning for the student. Particular attention is given to transition plans and the development of realistic and meaningful goals and objectives. Use of alternative MCAS Assessment may be considered. At all grade levels, consistent, planned and meaningful inclusion programming is provided in close collaboration with grade level general educators on an individually determined basis. Social and emotional development is supported with the goal of helping students gain the skills necessary for the development and maintenance of peer friendships and a positive self-esteem.

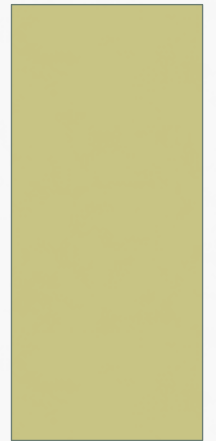
Referral to Special Education for Full Evaluation

Referrals to the special education office can take different forms. Most often after following the RTI and DCAP process, individual school building will make a referral to the Learning Team or to the Student Support Team. Parents also have the right to request an evaluation. We strongly encourage parents to follow through the RTI process, as it is an important means of assisting students. Regardless of how the referral for evaluation is initially generated, the Arlington Public Schools has five (5) school days to generate consent to parents. The following timeline occurs:

- Request/referral for special education evaluation is made.
- Parent is contacted and the Process is discussed
- Consent is furnished and mailed to parents.
- Upon receipt of signed consent back to the Special Education Office, it is time stamped and distributed to appropriate evaluator(s). Evaluations need to be completed within thirty (30) school days from receipt of signed consent and all meetings; paperwork and eligibility determination needs to occur within forty five (45) school days from the date of original signed consent.
- Once assessments are completed, an eligibility meeting is scheduled and sent to all parties.
- At the meeting, eligibility will be determined based on the evidence the Team has collected in the evaluation process. Parents are considered equal partners on the Team and in the decision making process.
- Should the child be found eligible, the Team will continue to make recommendations regarding services, specific goal areas and if necessary, recommendations for placement. The Team may also choose to reconvene to discuss the IEP and Placement topics.
- Within 10 school days following the IEP meeting, parents will be furnished with a copy of the proposed IEP. The IEP is not effective until it is signed by a parent.
- For children who have already been identified as eligible for Special Education services, an annual review will be held no longer than three hundred and sixty four days (364) from the previous meeting, to discuss student progress, update goal areas and benchmarks and make changes to service delivery grids as necessary.
- Every three (3) years, students are reevaluated to determine eligibility of services

PROPOSED ELEMENTARY SCHEDULE

FEBRUARY 2015



CONFIDENTIALITY

- Teachers are hearing details of the plan today
- The School Committee will begin the process of sharing the plan with parents and the community on Feb. 26.
- PLEASE keep this discussion among teachers until after the School Committee has officially opened the discussion with parents.
- This means we need you to refrain from talking to neighbors, friends, or relatives who are not APS teachers.
- THANKS!

MEETING AGENDA

- Presentation – 30 minutes
 - We will go slowly, but we will not take questions
- Informational questions only – 10 minutes
 - Is there anything you don't understand?
- Teacher Talk Time – 20 minutes
 - Administrators will leave and teachers will discuss the plan
- AEA Survey – at home
 - Surveys are being sent to your home email
 - Deadline to fill out – Friday, Feb. 27 (or ASAP)

CORE REASONS

- The main reasons for considering a new elementary schedule have to do with what we have been hearing from teachers.
- **Teachers want:**
 - More time to plan with each other
 - More time to collaborate with ELL, SPED, reading, literacy and math coaches
 - Fewer disruptions to the day, week, and year
 - More consistency in scheduling of meeting time

2014 TELL MASS SURVEY

- Elementary teachers rated the following areas consistently low:
 - Teachers have enough time to collaborate with colleagues
 - Teachers are allowed to focus on students with minimal interruptions
 - The non-instructional time provided for teachers in my school is sufficient

GOALS - TEACHERS

- **Increase Common Planning Time (CPT)**
 - To provide more contractual time for teachers to meet and plan together
 - To better meet needs of Common Core planning in four subject areas
 - To plan for flexible groupings
 - To better integrate literacy into social studies and science
 - To provide time for SPED, ELL, and reading teachers to meet with classroom teachers
 - To provide planning time for teachers who co-teach

GOALS - TEACHERS

- **Coaching**

- Provide additional time for math and literacy coaches to meet with teams without interruption to schedule

- **Data**

- Increase regularity of time for teachers to analyze data and adjust curriculum/instruction accordingly without interruption to schedule

- **Content PD**

- Amount of time would remain the same

- **Lunch Time**

- Codifies 40 minute lunch

GOALS - ADMINISTRATION

- **Principals Have Time to Visit Teams**

- Increase access for administrators to visit grade level meetings without conflicts from other duties
- Increase opportunity for administrators to participate in data team meetings

- **Scheduling**

- Increase flexibility in scheduling specialists since weekly, common planning time will be integrated into the schedule
- Allows better scheduling for specialist teachers

- **Regular Building Meetings**

- Provides monthly building meeting time

GOALS - STUDENTS

- More continuity of schedule
- Additional time on M,W,TH,F will allow for less stress within the schedule
- Slight increase of instructional time compared to current schedule
- Codifies longer lunch period

GOALS - PARENTS

- More consistency with early release schedule – easier to plan for
- Codifies longer lunch period so students get more down time mid-day

FACTORS WITH CURRENT SCHEDULE

- Lunch times inconsistent across elementary schools
- ELL and reading teachers work with students all day – no time for consultation with classroom teachers
- No time for SPED teachers to co-plan with classroom teachers
- In order to attend data meetings, teachers must create lesson plans and leave students with a sub
- Administrators cannot be a regular presence at data meetings due to other responsibilities
- Limited time for literacy and math coaching

CURRENT TEACHER CONTRACTUAL TIME

- School Day: 8:15 – 2:15
- Contractual Lunch: 30 minutes
- Instructional Days: 180
- Total “Bell Time”: 64,800 (1,080 hours)
- Lunch Minutes: 5,400 (180 hours)
- Total Instructional Time: 59,400 (990 hours)

NOTE: DESE requires 900 hours of instructional time per year

CURRENT CONTRACT MEETING TIME

- Two 60 minute, and one 75 minute meeting/month
- 10 months per year
- 1,950 minutes of meeting time (32.5 hours)

CURRENT CONTRACT AFTER SCHOOL TIME

- 80 minutes per week
- 38 weeks
- 3,040 minutes (50 hours)

Article VIII – Work Year, Work Hours, Work Load

All teachers shall provide 80 minutes per week in order to assist students, provide for the detention of students, or for parent conferences. The time of days will be mutually agreed to by the teacher and the principal.

PROPOSED NEW SCHEDULE

- Add 20 minutes per day M,W,TH,F
 - New “Bell Time” hours: 8:10 – 2:30
- Early Release on Tuesdays at 1:00
 - New Tuesday “Bell Time” schedule: 8:10 – 1:00
- Teacher Meeting Time on Tuesdays
 - 1:15 – 3:00
- After School Time
 - 40 minutes per week

NEW TIME FACTORS

- New “Bell Time” with Students
 - 64,980 minutes (1,083 hours)
- New Meeting Time
 - 3,870 (64.5 hours)
- New After School Time
 - 1,520 minutes (25 hours)

HOW DOES IT COMPARE?

	"Bell Time"	Meeting Time	After School Time	Total Time
Current	1,080	32.5	50	2,243
Proposed	1,083	64.5	25	2,256
Difference	+ 3 hours	+ 32 hours	- 25 hours	+ 10 hours

LUNCH MATH

Lunch Time	Total Hours	Affect on Instructional Time
30 minute lunch	90 hours	990 hours
40 minute lunch	120 hours	960 hours
Note: 5 minutes/day equals 15 hours/year		
Going from 30 to 40 minute lunch period	30 hours less time in front of the students	

NO CHANGE TO 1ST BELL

- First bell currently rings at 8:10, signaling the start of the school day. This would not change under the new schedule.
- New schedule would accurately count the five minutes from 8:10 – 8:15.
- This change effectively only adds 15 minutes per day to the school schedule.
- Teachers will still be expected to arrive at 8:00. This will not change.

HOW WOULD THE 2 HOURS WORK?

- **Types of Meetings**

- Common Planning Time – 45 minutes
- Data Meetings – 60 minutes
- Building Meetings – 60 minutes
- Content PD – 90 minutes
- Evaluation Time – 60 minutes
- Progress Report Time – 60 minutes
- Parent Conferences – 2 x 3 hr. 45 min. (11:15) and 1 x 60
(will also hold one evening meeting as now)

HOW MANY OF EACH TYPE & WHO SETS THE AGENDA?

- Common Planning Time – 29 (teacher sets the agenda)
- Data Meetings – 11 (teachers, principals, curriculum leaders)
- Building Meetings – 10 (principals set the agenda)
- Content PD – 8 (curriculum leaders set the agenda)
- Evaluation Time – 3 (teachers set the agenda)
- Progress Report Time – 3 (teachers set the agenda)
- Parent Conferences – 3 (teachers schedule own conferences!)

NOTE: Common Planning Time means teachers meeting in teams to plan curriculum, plan lessons, score assessments, work on goals. “PLC’s” would be folded into the Common Planning Time. “PLC’s” would be folded into the Common Planning Time. Student learning and professional practice goals in the new evaluation system have replaced PLC goals.

HOW WOULD IT WORK?

- Pair 45 minute CPT meetings with 60 minute data, progress report, evaluation, or parent conference meetings
 - 1:00 – 1:15 Transition Time
 - 1:15 – 2:00 Common Planning Time
 - 2:00 – 3:00 Building Meeting, etc...
- Content Meetings (Math, Literacy, Science, SS)
 - 1:00 – 1:30 Travel Time
 - 1:30 – 3:00 Meeting Time

TUESDAY SCHEDULE FOR 2015-2016

	Week 1	Week 2	Week 3	Week 4	Week 5
September	105 - CPT	45 - CPT	45 - CPT	90 Content	
	60 - Building	60 - Building	60 - Goals		
October	45 - CPT	45 - CPT	90 Content	45 - CPT	
	60 - Building	60 - Data		60 - Data	
November	45 - CPT	45 - CPT	90 Content	45 - CPT	
	60 - Building	60 - Data		60 - Prog. Report	
December	45 - CPT	11:15	11:15	45 - CPT	
	60 - Building	Parent Conf.	Parent Conf.	60 - Parent Conf.	
January	45 - CPT	45 - CPT	90 Content	45 - CPT	
	60 - Building	60 - Data		60 - Evidence	
February	45 - CPT	45 - CPT	Vacation Week	90 Content	
	60 - Building	60 - Data			
March	45 - CPT	45 - CPT	45 - CPT	90 Content	45 - CPT
	60 - Building	60 - Prog. Report	60 - Data		60 - Data
April	45 - CPT	45 - CPT	Vacation Week	90 Content	
	60 - Building	60 - Data			
May	45 - CPT	45 - CPT	45 - CPT	90 Content	45 - CPT
	60 - Evidence	60 - Building	60 - Data		60 - Data
June	45 - CPT	45 - CPT	45 - CPT		
	60 - Building	60 - Data	60 - Prog. Report		

SPECIALIST SCHEDULE FOR EARLY RELEASE DAYS

GOALS

- No rotating schedules – one fixed schedule
- Equity of time for students with each specialist
- Build in short bio breaks for specialists (5 minutes “passing time” between some classes on 2:30 days)
- Will need to hire small amount of additional, part time specialists to meet the needs of the new schedule to ensure that all students get the full specialist period on the 1:00 days
- All teachers will have a full 40 minute prep period on the 1:00 days *in addition to* the Common Planning Time

JOB SHARE AND PART TIME TEACHERS

- As is the case now, all job share teachers would be expected to attend professional development meetings, and staff meetings
- With the new schedule, they would also be required to attend data and common planning time meetings
- Under the new schedule this would be from 1:15 – 3:00 every Tuesday
- Additional time beyond a teacher's FTE would be compensated at a teachers' hourly rate (based on per diem)
- Important to ensure all teachers involved in team planning meetings, professional development, and ongoing data analysis
- Teachers working very part time would make special arrangements with the department head or principal for meeting PD time (.2)

PROPOSED INCREASES TO **STEP 12** LANES ABOVE 2% ANNUAL COLA

	MA	MA +15	MA +30	MA +60
Year 1	\$1,375	\$1,250	\$1,500	\$1,500
Year 2	\$125		\$1,000	\$1,000

OTHER TM12 DISTRICT BELL SCHEDULES - ELEMENTARY

- Hours/day (days/year)
- Arlington – 6 hours (183)
- Belmont – 6.2 hours (181)
- Brookline – 6.5 hours (182)
- Medford – 5.9 hours (182)
- Melrose – 6.1 hours (183)
- Milton – 6.5 hours (183)
- Natick – 6.25 hours (182)
- Needham – 6.25 hours (181)
- North Andover – 6.8 hrs. (188)
- Reading – 6.5 hours (185)
- Stoneham – 6.4 hours (182)
- Watertown – 6.25 hours (185)
- Winchester – 6.1 hours (183)

OTHER QUESTIONS

- Kathy Bodie has been in touch with the in-district day care program to ensure they can adapt to the new schedule. Program currently runs to 4:00 and this will not change.
- Specific concerns about the new schedule and the in-district day care program – contact Kathy Bodie.
- SLC class schedules will be reviewed to ensure that they meet the same time requirements as all other classes.

CORE REASONS

- The main reasons for considering a new elementary schedule have to do with what we have been hearing from teachers.
- **Teachers want:**
 - More time to plan with each other
 - More time to collaborate with ELL, SPED, reading, literacy and math coaches
 - Fewer disruptions to the day, week, and year
 - More consistency in scheduling of meeting time

QUESTIONS & COMMENTS

Now it's your turn to talk!



AEA SURVEY

- There will be a survey sent to teachers' home email addresses on Tuesday.
- Please fill out the survey as soon as possible so we can get your feedback.
- If you do not get a survey, this means the Association does not have your home email address. You can get in touch with your building rep on the AEA website www.arlington.massteacher.org in the Board of Directors tab and they will forward the survey to you.

APS Nursing Report

Spring 2015

Nursing Coverage

APS Funded

9.0 FTE's plus Nurse Leader

Also, 2- 1:1 nurses for students with serious medical conditions. (1 FTE and 1 agency contracted approximately 8 hours/week)

DPH ESHS Grant Funded

Approx. 2 FTE's Permanent Per Diem with variability

DPH ICC Grant Funded (pilot)

1 Care Coordinator 0.8 FTE status

Recommended Nurse to Student Ratio's

- Mass DPH guidelines for nurse to student ratio
 - 1:450
- National (NASN) guidelines for nurse to student ratio
 - 1:750
- APS funded nurse to student ratio in:
 - AHS 1:1277 (includes Menotomy Preschool)
 - Ottoson 1:1105
 - Does not include the care coordinator position or Nurse Leader position

Increased encounters

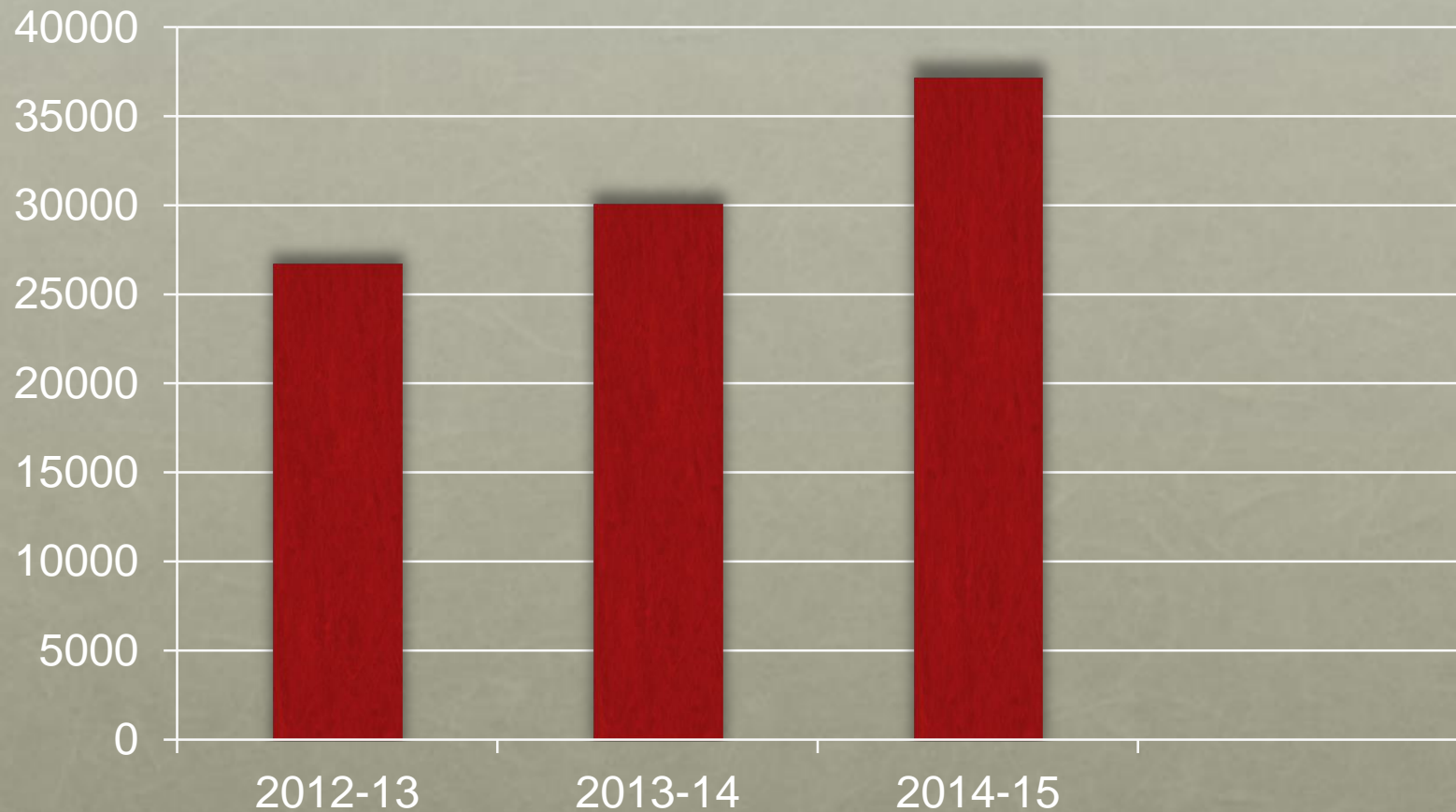
Nursing office visits and management from Sept. to early April each of the following years:

2013 26,720

2014: 30,067

2015: 37,166

APS health office encounters

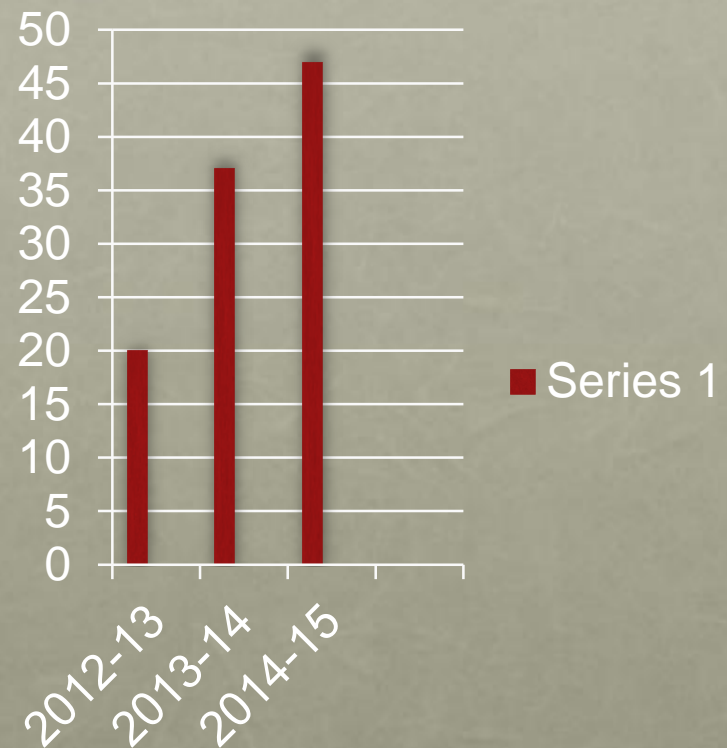


Concussions

District wide

- 2012-13: 20
- 2013-14: 37
- 2014-15: 47

District wide



Reportable Medical conditions

- Asthma: Approximately 185
- Life Threatening Allergies: 213
- Diabetes: 9

Projections for Resource Utilization

- Increased student population
- Increased health related acuity of students
- Increased health encounters
- Increased reporting to the state
- Substantially increased mental health related encounters
- Numerous staffing issues related to employee absenteeism

ICC Grant

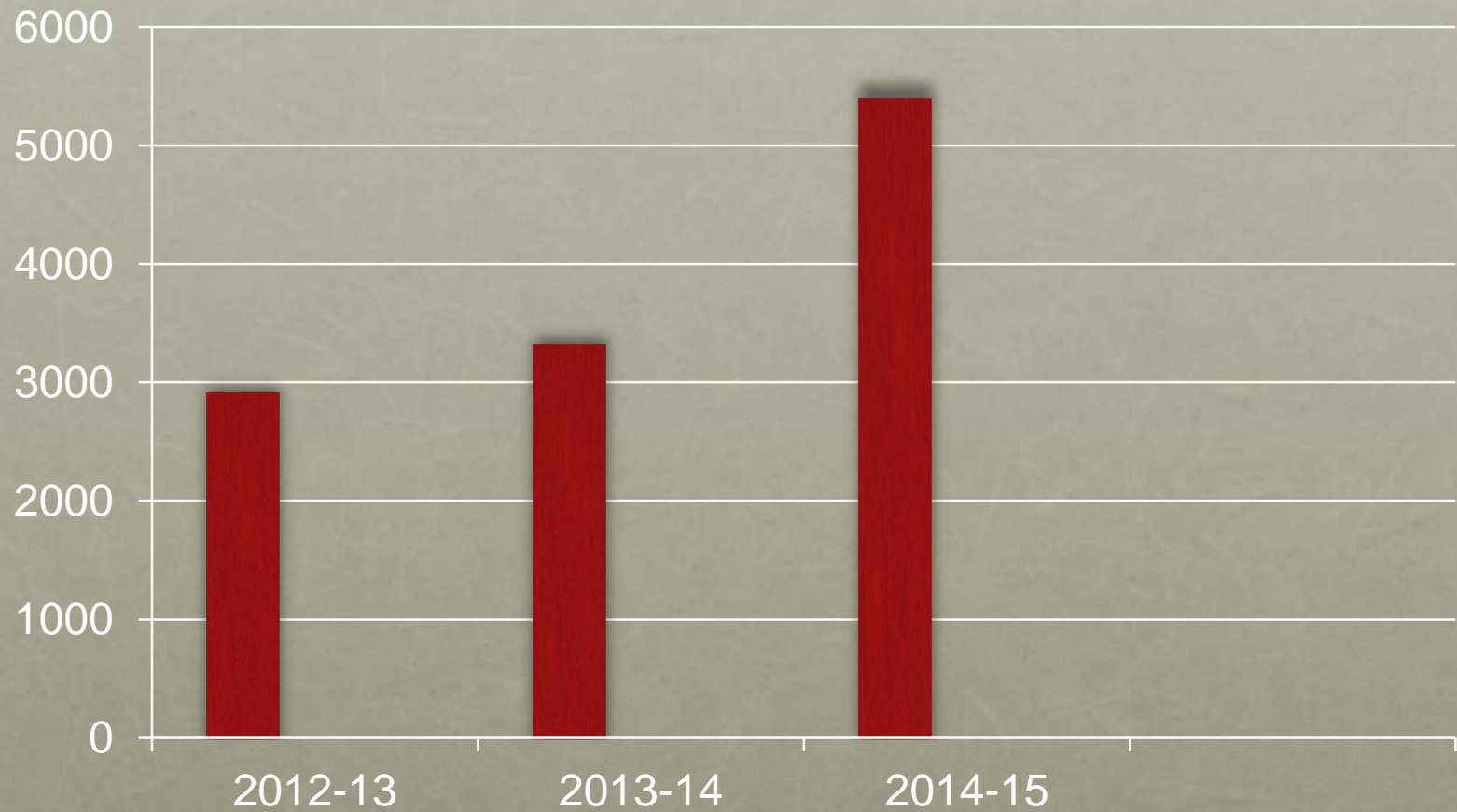
- Care Coordinator position: DPH funded pilot program
 - Started with AHS position. Have recently changed to position at Ottoson
 - CC will educate elementary school nurses half/day per week next year to learn about Coordinated Care
 - Noted that better outcomes if we focus on students at risk at the younger age

Ottoson Encounters (September –Early April)

- 2012-2013: 2910 encounters including
 - 73 MH related encounters
- 2013-2014: 3319 encounters including
 - 35 MH related encounters
- *2014-2015: 5402 encounters including
 - 192 MH related encounters

MH: stress/anxiety/behavioral related encounters specifically quantified

Ottoson Encounters



Ottoson 14-15

- Tracking Mental Health Breakdown
 - 23 Hospitalizations
 - 40 students with school refusal
 - Increased incidence of “cutting”
 - Increased incidence of Suicidal Ideation
- Examples:
 - Student A: 16 visits, 797 minutes in health clinic
 - Student B: 51 visits, 1591 minutes in health clinic
- 119 students with >10 visits to health office, 3078 visits
- (As compared with 2013-14 with 32 students >10 visits for a total of 1032 visits)

Menotomy Preschool

- No realistic nursing presence given nurse to student ratio
- Greatly increased health related acuity of the student population due to the services provided
- Would recommend a 0.5 nursing position for the preschool (9-1?)

Questions?

- Q&A



Town of Arlington, Massachusetts

2.4 The District will support its administrators and teachers through professional development opportunities that are aligned to the needs of its staff, including instructional support and content knowledge, coaching, technology competence and ability to differentiate instruction.

Summary:

ATTACHMENTS:

Type	Description
☐ Reference Material	Description of Summer PD
☐ Reference Material	PD Day Nov 4 Offerings

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Grade 2 Math Curriculum	Monday June 29	Grade 2 Teachers, Grade 2 Math Mentor, Special Educators, and Math Coaches	1	Curriculum Development, Revision and Reflection of DDM, AMC Anywhere Training, Collecting and Transferring Data	Matt Coleman, Carolyn Shediak	TBD	\$150/day
Grade 1 Science	Monday June 29	Grade 1 Teachers	1	New Foss Units: Sound and Light, Air and Weather, Plants and Animals	Larry Weathers	Dallin Elementary	\$150/day
Grade 3 Nancy Boyles and Instructional Practices	Monday June 29, Tuesday June 30	Grade 3 Teachers, Grade 3 ELA Mentors and Literacy Coaches	2	We will continue our work from last summer, this time focusing on writing a unit of study that uses picture books on one topic to give students thoughtful practice around one specific theme using Lessons and Units for Closer Reading by Nancy Boyles. We will also consider an instructional framework for the reading block.	Linda Hanson	TBD	\$150/day
Grade 5 Math Curriculum	Tuesday June 30	Grade 5 Teachers, Grade 5 Math Mentor, Special Educators, and Math Coaches	1	Revision of Curriculum Map, Revision and Reflection of DDM, Analyzing DDM/ Student Work	Matt Coleman, Carolyn Gaffey	TBD	\$150/day
Grade 2 Science	Tuesday June 30	Grade 2 Teachers	1	New FOSS Kits: Solids and Liquids, Sand and Silt, and Insects and Plants	Larry Weathers	Dallin Elementary	\$150/day
Kindergarten Math Curriculum	Wednesday July 1	Grade K Teachers, Kindergarten Mentors, Special Educators, and Math Coaches	1	TS Gold?, AMC Anywhere Training, Curriculum Overview. AMC - develop more specific guidance related to assessments and annotate some of the videos available on line to calibrate scoring? Also revisit which assessments and how often	Matt Coleman, Liz Van Cleef	TBD	\$150/day
Grade 3 Science	Wednesday July 1	Grade 3 teachers	1	New Foss kits: Motion and Matter, Water and Climate, Structures in Life	Larry Weathers	Dallin Elementary	\$150/day

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Grades 1-2 ELA Instructional Practices	Wednesday July 1 Thursday July 2	Grade 1-2 teachers, Grade 1-2 ELA mentors and Literacy coaches	2	We will continue our work from last summer on the implementation of the Daily 5 and the instructional framework for the reading block, and writing snapshots of the remaining Lucy Calkins lessons.	Evelyn DeRosa	Peirce Rm 224	\$150/day
Preliminary MCAS Data Review and Analysis	Thursday July 2	Grades 3-5 Teachers, Special Educators, Math and Literacy Coaches, and Principals	1	To review preliminary MCAS data and begin to think about instructional implications.	Paula O'Sullivan, Matt Coleman	TBD	\$150/day
Grades 4-5 Nancy Boyles and Instructional Practices	Tuesday July 7 Wednesday July 8	Grade 4-5 teachers, Grade 4-5 ELA mentors and Literacy coaches	2	We will continue our work from last summer, this time focusing on writing a unit of study that uses picture books on one topic to give students thoughtful practice around one specific theme using Lessons and Units for Closer Reading by Nancy Boyles. We will also consider an instructional framework for the reading block.	Linda Hanson	TBD	\$150/day
Grade 1 Math Curriculum	Wednesday July 8	Grade 1 Teachers, Grade 1 Math Mentor, Special Educators, and Math Coaches	1	Curriculum Development, AMC Anywhere Training, Collecting and Transferring Data	Matt Coleman, Paula O'Sullivan	TBD	\$150/day
Kindergarten Literacy-Reading: LLI Reading Materials-	Thursday June 25	K teachers, K ELA mentors and Literacy coaches	1	We will develop teacher snapshots of the sight words, tricky words, and word families for the 70 A-C texts in LLI and plan the implementation and training for using the LLI lesson format.	Evelyn DeRosa	Peirce Rm 224	\$150/day
Kindergarten Literacy-Content TBD	TBD	K teachers, K ELA mentors and Literacy coaches	1	Identify the literacy concepts covered in Tools and align them to APS assessments. Plan the implementation of APS assessment and their alignment with the K progress report.	Evelyn DeRosa	Peirce Rm 224	\$150/day
Columbia University Home Grown Writing Institute	Monday July 13 Tuesday July 14 Wednesday July 15 Thursday July 16	Grades 3-5 teachers, mentors and literacy coaches	4	We will work on developing our understanding and implementation of Grade specific writing Units of Study. Our work will focus on the structure of mini lessons, mid workshop teaching points, sharing and conferring. Please bring your Lucy Calkins Writing Units of Study	Evelyn DeRosa	EDCO Bedford MA	Due to the cost of bringing in Teacher's College, the district is unable to provide compensation for this workshop. Lunch will be provided.

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Literacy Teacher Leader Planning Day	Monday August 10	Literacy Mentors, Writing PD Mentors, and Literacy Coaches	1	Planning day for year-long literacy PD including Labsite sessions, topics for content PD meetings, New Teacher Orientation, and other PD for the year.	Linda Hanson	TBD	\$150/day
Grades 3-5 Writing	Tuesday August 11	Grades 3-5 teachers, ELA mentors and Coaches	1	One day overview of a new unit of study with Grade level writing mentors: Grade 3 - Fairy Tales; Grade 4 - Lens of History; Grade 5 - Bringing History to Life	Gr. 3 - Amy Walter Gr. 4 - Sarah Marie Jette Gr. 5 - Jill Connor	TBD	\$150/day
Teacher Leadership Training Days	Wednesday August 12 Thursday August 13		2	Teachers 21 will be coming to Arlington to provide workshops on adult learning and data analysis for teachers in instructional leadership roles in the district	Teachers 21	TBD	\$150/day
Developing Mathematical Ideas (DMI): Building a System of Tens (BST)	Tuesday August 18 Wednesday August 19	Grades k-5 Teachers, Math Coaches, Special Educators, and Principals	2	In this seminar, participants will have the opportunity to better understand the structure of the base ten number system and how children make sense of this system in order to support learning and fluency with computation. Student learning, content, and pedagogy to support all students are at the center of this work. The two day seminar will include meeting days during the fall of the 2015-2016 school year.	Matt Coleman, Liz Van Cleef	TBD	\$150/day
Elementary Mentor meeting with Marie Janiak Elementary Math Mentor Meeting with Math Coaches	Monday August 24	All Elementary Mentors	1	For returning mentors and those applying to be mentors. Mentor skills training and the mentoring process. During the afternoon, Elementary Math Mentors will meet with the Elementary Math Coaches.	Marie Janiak	SCR. (waiting for confirmation)	\$150/day
Secondary Mentor meeting with Marie Janiak	Monday August 24	All Secondary Mentors	.5 PM	For returning mentors and those applying to be mentors. Mentor skills training and the mentoring process.	Marie Janiak	SCR. (waiting for confirmation)	\$150/day
Collaborative Data Review: MCAS Review and Analysis	Tuesday, Sept. 1	Grades 3-5 teachers, math and literacy coaches, principals	1	To review 2015 MCAS results in a facilitated process and identify potential instructional implications.	Paula O'Sullivan	TBD	\$150/day
Research Handbook	TBD-August	Grade 9-12 teachers	2	Gathering exemplary/benchmark student work, developing teacher-facing materials, planning for implementation.	Stacy Kitsis	TBD	\$150/day
Ottoson Advisory Planning	July 1-3	6 Middle School Teachers	3	Planning time to develop Advisory materials for the 2014-2015 school year.	Catherine Ritz	Ottoson	\$150/day

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
World Language Proficiency Cohort: Curriculum Group	June 26, June 29, June 30, August 31	6 Middle & High World Language Teachers	4	Collaborative curriculum development.	Catherine Ritz	AHS Language Lab	\$150/day
World Language Training (topic TBD)	9/1/2015	World Language teachers	1	Workshop(s) for World Language teachers. Topic(s) TBD.	Catherine Ritz	AHS Language Lab	\$150/day
Italian 3 Curriculum Development	TBD	AHS Italian Teacher	2	Development of new Italian 3 Curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Exploring French Curriculum Revision	TBD	OMS French Teacher	5	Revision of the Exploring French Curriculum to focus on thematic units and performance assessments	Catherine Ritz	Ottoson	\$150/day
World Language iPad Integration - Curriculum Revision (Spanish)	TBD	AHS Spanish Teacher	4	A teacher receiving an iPad Cart next year will work on revising curricula to integrate these new devices.	Catherine Ritz	AHS Language Lab	\$150/day
French 5 Cinema - Curriculum Revision	TBD	AHS French Teacher	4	Revision of the French 5 Cinema course curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Spanish 5 Cinema - Curriculum Revision	TBD	AHS Spanish Teacher	2	Revision of the Spanish 5 Cinema course curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Collaborative Units	8/26/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson		
Presentation Tools	8/26/2015	5 - 12		Learn how to create snappy presentations to engage your class. We will explore how to use several free tools like Google Slides, Prezi, Haiku Deck and Popplet, and also learn how to easily share these presentations with students.	Susan Bisson		
Pear Deck	8/26/2015	5 - 12			Susan Bisson		
YouTube	8/26/2015	All		Learn how to create your own YouTube channel in order to curate content for your classroom. In this workshop we'll cover how to upload a video, manage privacy settings, create playlists, and how to manage your channel.	Susan Bisson		
App Playground	8/26/2015	K - 5		This workshop is all about exploration! We will check apps in the education collection of the App Store, review how to download apps, how to evaluate apps, and manage apps on your iPad.	Susan Bisson		
Mac 101	8/26/2015	All		If you've recently gotten a MacBook and haven't used an Apple computer before, this workshop is for you! Learn how to navigate your machine, organize your work and customize your desktop.	Susan Bisson		
iMovie	8/26/2015	5 - 12			Susan Bisson	Thompson School	\$25 per hour
Google Drive & Google Classroom	8/26/2015	All		Google Classroom will be available to all Arlington teachers next year. Google Classroom lets you share announcements and assignments seamlessly with your students. Leave this workshop understanding how to set up Classroom and create, share and organize your files and folders in Google Drive.	Susan Bisson	Thompson School	
Accessibility: Understanding and Applying Technology as a Tool for Learning	8/26/2015	All		The topic of accessibility to learning will be discussed from the "mind's eye of students." Internal and external factors that support or hinder student learning will be identified. Technology tools, functions and apps will then be presented and appropriately applied to the identified internal and external factors. They will be discussed from an "accessing learning" perspective rather than from an "instructional" perspective. If you have an iPad, Laptop, or Chromebook – please bring that with you.	Susan Bisson	Thompson School	
Technology for Teachers	8/26/2015	6 - 12			Susan Bisson	Thompson School	
App Playground	8/26/2015	3 - 12			Susan Bisson	Thompson School	

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Collaborative Units	8/27/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson	Thompson School	
Social Media	8/27/2015	All		Have you heard about using Twitter as a PD tool or that some teachers use it as a parent communication tool? Come learn how teachers are using Twitter, Google + and Facebook to improve their practice and communicate with their communities.	Susan Bisson	Thompson School	
Google Drive & Google Classroom	8/27/2015	All		Google Classroom will be available to all Arlington teachers next year. Google Classroom lets you share announcements and assignments seamlessly with your students. Leave this workshop understanding how to set up Classroom and create, share and organize your files and folders in Google Drive.	Susan Bisson	Thompson School	
Collaborative Units	8/27/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson	Thompson School	
Google Forms	8/27/2015	All		This workshop is for staff with very little experience using Google Forms. Learn how to create a form, view responses and share forms with students.	Susan Bisson	Thompson School	
Apple Apps	8/27/2015	K - 5		iPads are now being shipped with Pages, Keynote, and Numbers. Learn how each app works and get ideas for ways they can be used with your students.	Susan Bisson	Thompson School	
Google Sites	8/27/2015	All		In this workshop, you will learn how to create a site, add pages, images, and videos. You'll learn how to change themes and set up a blog page.	Susan Bisson	Thompson School	
Presentation Tools	8/27/2015	5 - 12		Learn how to create snappy presentations to engage your class. We will explore how to use several free tools like Google Slides, Prezi, Haiku Deck and Popplet, and also learn how to easily share these presentations with students.	Susan Bisson	Thompson School	
iPad 101	8/27/2015	All		This course will teach you device operation: how to manage and change settings, how to use the accessibility features, how to install apps, how to use the camera, how mirroring works and other basic functions. Please bring your iPad and charger.	Susan Bisson	Thompson School	
Formative Assessment	8/27/2015	All		What do your kids know? Find out in real time using formative assessment tools such as Socrative, Poll Everywhere, or Kahoot.	Susan Bisson	Thompson School	
iTunes University	8/27/2015	6 - 12		In this workshop, we'll explore the amazing resources at iTunes University for students and teachers alike.	Susan Bisson	Thompson School	
Explain Everything	8/27/2015	All		This screencasting app can be used across the curriculum from first grade on. In this workshop, you will create a project, learn how to share that project and get ideas for using Explain Everything with your students.	Susan Bisson	Thompson School	
FACS	July 21-22	9-12	2	Curriculum development and modification work for Culinary and Early Childhood Education Programs.	Tricia Bellahrossi	TBD	\$150/day
FACS	July 23-24	6-8	2	Curriculum development and modification work for Grades 6, 7, and 8.	Tricia Bellahrossi	TBD	\$150/day

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Mindfulness	July 21-22		1	Growing Mindful: Integrating Mindfulness into Education How often do we tell our kids to "pay attention" compared to how often we actually teach them to pay attention? Mindfulness training does just that, by teaching basic skills for paying attention in the present moment. The research is clear; mindfulness boosts executive functioning, mental health, classroom behavior and more, all while reducing stress. This workshop is designed to introduce and deepen understanding of mindfulness and the research underlying it, but also to learn best practices for integrating mindfulness into the classroom and school as a whole to promote learning and cognitive development. Speaker: Christopher J. Willard, PsyD	Peggy Tsatsoulis	TBD	\$150/day
Music	July 1-3	6-8	3	Curriculum Writing	Pat Tassone	TBD	\$150/day
Music	6/26, 6/29-30	K-5	3	Curriculum Writing	Pat Tassone	TBD	\$150/day
K-5 Reading	TBD	K-5	1	Review and Revise District Reading Assessments	Linda Hanson	TBD	\$150/day



Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

November 4th PD Registration - DEADLINE 4:00 PM October 28th!

lchesson@arlington.k12.ma.us <lchesson@arlington.k12.ma.us>

Thu, Aug 6, 2015 at 9:29 AM

Reply-To: lchesson@arlington.k12.ma.us

To: kfitzgerald@arlington.k12.ma.us

Karen, this an example of the PD we offered in November

If you have trouble viewing or submitting this form, you can [fill it out in Google Forms](#).

November 4th PD Registration - DEADLINE 4:00 PM October 28th!

Please fill in a 1, 2, 3, or 4 next to your first, second, third, and fourth choices. PLEASE NOTE THE DEADLINE.

* Required

Please type in your name below *

Please choose your school *

- ☐ Brackett
- ☐ Bishop
- ☐ Dallin
- ☐ Hardy
- ☐ Stratton
- ☐ Thompson
- ☐ Peirce
- ☐ Pre-school
- ☐ OMS
- ☐ High School
- ☐ District

Will you be choosing the provided bag lunch? *

- ☐ Yes please
- ☐ No thank you.

Reaching All Learners Using Technology

Using Socrative in the Classroom (Sandler)

Ecology for Elementary School - Anne Hess-Mahan

Safe Use of Power Tools

Google Something

Layered Curriculum

Advanced Google Sites

Socrative Space Race

Integrating 21st Century Technology into Existing Curriculum

Twitter for PD

Social Cognition at the Secondary Level

Introduction to Cognitive Behavioral Therapy

Bridge The Gap - Tools of the Mind

Middle School Science Curriculum Development

An Overview of Neuroscience and Executive Functioning

Identifying and Supporting HS Students with Mental Health Struggles

Turning Good Students into Good Leaders

Video Feedback for Student Work

Crowdsourcing Your Grading

Intro to iMovie

Intro to Easy IEP for General Educators

Linux for Your Laptop

Social Media in the Elementary Classroom

Explain Everything and Math

Tossing Out the Paper Planbooks: Using Planbook.com

Organizing Your Classroom - Digitally and Physically

Reading the Movies

Advanced Easy IEP for Special Educators

Google Apps for Educators

Integrating iPads into Your Literacy Block

Using Data to Inform Instruction

New Non-Fiction Books for 2nd and 3rd Grade

Multi-Cultural Literature for Elementary Students

HR Basics

Why Can't These Kids Read?

Socratic an Introduction

Crowdsourcing Your Grading

How Do I Help My ELL Students Read?

Model Curriculum Units for Grade 4

Executive Functioning - An Introduction for General Educators (Ben Helfat)

I Need Help In Baseline

Cross Cultural Communication for Teachers

Using Questioning Techniques to Support Instruction

Math on The River

Responsive Classroom Follow-up

Listen Current

Make Your Own You-Tube Channel: Using video to support instruction

Elementary Ecology Unit

Incorporating 21st Century Technologies into Existing Curriculum

Music Assessments in the Cloud

Effective Strategies Dealing with Students with Anxiety

Jessica Minehan - DOUBLE BLOCK - MUST ONLY CHOOSE ONE

Yoga and Mindfulness

Exective Functioning

Submit

Never submit passwords through Google Forms.



Town of Arlington, Massachusetts

2.5 One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the 2014-2015 school year.

Summary:



Town of Arlington, Massachusetts

Goal III - Resources, Infrastructure and Educational Environment

Summary:

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

ATTACHMENTS:

Type	Description
▣ Reference Material	Summer Report 2014 Bldg updates
▣ Reference Material	Technology summer update



Arlington Public Schools
Business Office
869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone 781-316-3511

Diane Fisk Johnson, Chief Financial Officer
djohanson@arlington.k12.ma.us

August 29, 2014

Dear Members of the School Committee:

Mark Miano, Jeremy Brandt, Rodrigo Macedo and our newest supervisor Carlos Dominguez, along with the maintenance and custodial divisions, have done a tremendous amount of work getting the schools ready for the new year.

In addition to the usual cleaning, the following major projects were done:

- Hardy building envelop repairs, including window flashing, lintel replacement, brick sealing and brick repair, was partially completed. Work will continue next summer.
- Cafeteria floor tile was replaced at the Bishop.
- Floors were abated and replaced at the Stratton and High School.
- Painting was done at the Brackett, Peirce and Ottoson.
- High School locker rooms were partially painted.
- With support from the Green Communities Grant, improvements were made at the Ottoson and High School, including:
 - Boiler replacement, HVAC upgrades and the installation of an Energy Management System (EMS) at the Ottoson.
 - EMS added at the High School.
- Peirce had their long awaited chiller installed, as well as a retro commissioning of their heating system, including the installation of a real time overlay system which will work in addition to the EMS.
- Floors were repaired at the Brackett and Ottoson.

In response to concerns about air quality at the Bishop, mold testing was done. Results showed that interior mold levels were at least four times less than mold levels in the outside air. The results of this testing were shared with the Bishop principal.

I'd like to thank everyone involved for all the hard work that was done this summer.



Arlington Public Schools
Office of the Assistant Superintendent
869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone 781-316-3523

August 26, 2014

TO: Kathy Bodie
FROM: Laura Chesson
CC: School committee
David Good

RE: Update on technology efforts summer 2014

Kathy,

I am pleased to share that the technology staff has had an extremely successful and productive summer! Due to the generosity of the Arlington Town Capital Committee and the Arlington Education Foundation we had an infusion of over \$470,000 worth of technology into the schools this summer. Despite the daunting task they faced the tech team has met every date and this year looks to start with all the key technology pieces in place.

Two hundred and seventy-five teachers will return back to school with a new laptop at their disposal. This will allow these teachers to better utilize our student analytic and teacher evaluation programs, to begin the process of infusing more current technology into their classrooms, and to continue moving the district toward full-blown implementation of the Google suite. Susan Bisson, Jeff Snyder, Nicole Melnik, and John Macuk provided teachers with essential professional development that will allow teacher to begin using their new technology right from the first day.

Schools also received additional technology over the summer. Nearly 500 new devices were delivered to all nine schools. At the elementary schools there is now an iPad cart for each of the grades to share (with the exception of Thompson which is still one-to-one). At the middle school we have provided additional iPad carts to two of the Grade 6 clusters, upgraded one of the Digital Modeling labs and provided an additional iPad cart to be used by the Engineering classes. At the high school we have increased the number Chromebooks and other devices available to all classes within the building. In addition, two high school teachers received professional development to prepare them to teach entry level computer science classes for the fall.

In addition to the device roll-out, a significant number of new wireless access points have been installed in OMS and AHS in order to provide more depth of coverage in our wireless network.



Town of Arlington, Massachusetts

3.1 Evaluate the cleanliness and maintenance of the Arlington Public Schools facilities in order for the Superintendent and Facilities Subcommittee to present budget recommendations for the FY16 Budget by December 1, 2014.

Summary:

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Reference Material	Facilities recommendation to improve APS

Arlington School Committee
Facilities Subcommittee

Meeting Minutes
Thursday, January 22, 2015 @ 4:30 p.m.

Attendance

Subcommittee Members: Jeff Thielman (Chair), Cindy Starks, Kirsi Allison-Ampe, M.D.

District Leadership: Kathleen Bodie, Ed.D. (Superintendent), Diane Johnson (CFO), Kristin DeFrancisco (Principal, Hardy School)

Other SC Members: Bill Hayner

Guests: Len Kardon, Kevin Fudge, Cheryl Fudge, Michelle Marshall, Alex Bilsky, Andy Forbes, Jennifer Irvine

The meeting was called to order at 4:32 p.m.

1. Public Participation

- Len Kardon said that now that the Capital Planning Committee has given approval to move forward with the Stratton, he is interested in knowing the district's plans to accommodate students during the rebuild.
- Kevin Fudge, Cheryl Fudge, and Michelle Marshall said they wanted to hear the district's plans to address safety issues with the Hardy playground. They are parents of Hardy students.

2. Hardy Playground discussion

- Diane Johnson reported that Jody Reale of Reale & Associates is finishing a report on the Hardy Playground. When the plan is complete, the district will make repairs to the playground. The goal is to finish the project by the end of this school year with funds from the district's operating budget.
- Ms. Johnson said that the district is working with the town to clarify responsibility for the playgrounds. Some playgrounds immediately adjacent to schools are the responsibility of the school department; some are not. She is working with the town to develop an inspection and maintenance plan for all playgrounds. Her goal is to transfer all playgrounds to the jurisdiction of the Department of Recreation.
- It was clarified during the discussion that whether the playground is under the jurisdiction of the school department or the department of recreation, the principal is responsible for the safety of the children who play on it. S/he can determine if a play structure is unsafe and forbid children from playing in part or all of a playground until it is safe.

3. MSBA re-application for Arlington High School

- Dr. Bodie committed to share the application with the School Committee and to ask for comment/suggestions.
- Dr. Allison-Ampe suggested the application be more granular and pull out some of the points about egress and safety made in the HMFH report. She said this would be more effective than simply attaching the report to the application.
- The School Committee will vote to endorse the plan for the Stratton in March. The Statement of Interest (SOI) must be submitted by April 10th.

4. Space Planning for 2015-16 and Long Range Planning

- Dr. Bodie said the district should have enough space for all classrooms next year. She does not anticipate moving the SLC classroom from the Bracket.
- The district is getting quotes from various vendors to analyze our long-term space needs. Dr. Bodie anticipates securing a vendor in the spring that would study the district and offer various scenarios of different enrollment options to address immediate and long-term needs.
- The study will be funded with School Department funds.

5. Planning when the Stratton is rebuilt

- Dr. Bodie said that the go-head for improvements to the Stratton will not occur until Town Meeting. The current financial plan does not require a debt exclusion vote. The School Committee needs to vote to endorse the plan.
- A plan needs to be in place to accommodate displaced students in the fall of 2016.
- The subcommittee reviewed various options for placing modular classrooms in different locations in the district.
- A plan calls for housing all 18 general education classrooms at Stratton in modular classrooms. Six modular units at the middle school would remain to address the increasing enrollment at Ottoson. Other units would be installed at the Bishop and Hardy schools.
- The district is also taking into account transportation issues.
- The district would like to order modular classrooms in June of this year.

The meeting adjourned at 5:45 p.m

The next meeting will be Thursday, March 19th at 4:30 p.m.



Town of Arlington, Massachusetts

3.2 Complete a feasibility study of the Stratton Elementary School that will produce a plan to achieve facility parity with the other elementary schools to be presented to the Capital Planning Committee and School Committee in the fall 2014.

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	STRATTON FEASIBILITY STUDY



STRATTON SCHOOL FEASIBILITY STUDY

ARLINGTON, MASSACHUSETTS
8/26/2014

FINAL REPORT



TABLE OF CONTENTS

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- II. Programming Notes & Diagrams
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- IV. Scenarios
- V. Cost Estimate

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- i MEP Report
- ii Structural Report
- iii Parity Study
- iv Assessor Report
- v Photographs

I. EXECUTIVE SUMMARY

Executive Summary

INTRODUCTION

In the summer of 2014, Arlington Public Schools, Arlington, MA commissioned Drummey Rosane Anderson, Inc. to conduct this feasibility study for the Stratton Elementary School.

This effort was initiated to address concerns and questions of parity in the education resources provided to students at Stratton as compared to students of other elementary schools in Arlington that have been recently rebuilt or renovated. While the Stratton has been well-maintained and the Town has recently invested significant funds (close to \$3 million), it is apparent that its facilities are in need of further attention.

Specifically this study identified the following key areas of need:

- Replacement of windows, roof and HVAC system in kindergarten wing to complete these systems' upgrades started in the classroom wing in the 2011 renovations.
- Expanding and Updating the Library/ Media Center.
- Expansion of Nurse's Suite, Administration area including conference room and expansion of Warming and Serving Kitchen.
- Identification of Additional parity issues between Stratton School and other new and renovated Arlington Elementary Schools and explore options for updating Stratton School to align more with these other facilities.

While the above list includes some significant facilities issues, it should also be noted that there are several positive attributes to the current Stratton School including:

- Robust technology infrastructure and equipment.
- Several program spaces that meet or exceed State space standards such as the Kindergarten classrooms and the cafeteria.
- Larger Classroom than at most other schools in the District.

This study addresses the scope, cost and feasibility for building renovations to address these needs.

ORIGINAL DOCUMENTS & OTHER INFORMATION

DRA was provided existing conditions documents from the Arlington Public School to aid in the work required for this feasibility study including the following:

1960 Drawings	Original Construction	Rich & Tucker Associates
1966 Drawings	Classroom Addition & K Classroom	Korslund, LeNorm. & Quann,
2010 Drawings	Renovations (Phase I)	Turowski2 Architecture
2011 Drawings	Renovations (Phase I)	Turowski2 Architecture

Prior to the start of this Study, the Building Committee had conducted a Survey which aided in the understanding of what the Stratton Community felt were priorities for a renovation project.

This document was used in the identification of renovation components included for the project. DRA has also received an Assessment Report and Pay Requisitions from 2010/2011 projects for Cost Estimating Use.

PROCESS

The challenge to this project was to organize all of the various and disparate renovation scope items into a comprehensive plan that works with the budget and schedule requirements of the owner. In order to establish this goal, an intimate understanding of the Owner's objectives, program and the existing facility were required. In an effort to reach this understanding, DRA proceeded with the following investigation:

- Programming Meetings with Principal and Staff
- Extensive On-Site Investigation of Architectural Elements
- Meetings on Site with Structural, Electrical and HVAC Engineers
- Conducted Preliminary Accessibility Survey of Facility
- Studied Other Facilities in District to Evaluate Parity Issues.
- Produced Options for Modified Admin/ Health Food Service Suite and new and relocated Media Center
- Explored various options for Renovation Scenarios and Schedules
- Estimated Costs for Various Options
- Code Review to identify mandatory upgrades that would be triggered with different renovation scenarios

CODE UPGRADES

Accessibility:

As part of this project, Handicapped Accessibility of the facility needs to be considered. The Massachusetts Architectural Access Board requires that a facility be brought into full compliance with 521 CMR if the work being performed is greater than 30% of the full and fair cash value of the Building. The Assessment report that DRA was provided by the Building Committee (Attached under Appendix) shows the Building value to be \$7,445,200.00. Arlington's Assessment Ratio is 0.92 so the Equalized Assessed Value is \$8,092,608.70. This makes the threshold for full building compliance under the MAAB regulations \$2,427,782.61. Several scenarios have been discussed looking at options for addressing full compliance initially or staging compliance over several phases while avoiding tripping the threshold. This is evaluated further in Section 4

Fire Protection:

The requirements for fire protection are outlined under the 2009 Edition of the International Existing Building Code (IEBC) and MA amendments to the IEBC. The IEBC together with the MA Amendments are known as the Existing Building Code of Massachusetts (EBCM). The EBCM does not have financial thresholds to determine when sprinklers are required in an existing building. The IEBC Outlines several different compliance methods for existing buildings, of which the "work area compliance method" would be most appropriate for the extent of

renovations planned for the Stratton School. Under the requirements of this method (and considering that the scope qualifies as Alteration Level II) the implementation of a fire protection system would only be required if the work area exceeds 50% of the building area. Since the building is approximately 66,000 sf, a work area of approx. 33,000 sf or greater would exceed this threshold.

Seismic:

Under the work area method, only minor seismic upgrades would be required in the area to be reconfigured at the existing Admin/ Nurse/ Library/ Kitchen. No other seismic upgrades would be required in other areas of the facility. Only areas that would be reconfigured are mandated to upgrade to the current seismic requirements. Refer to full Structural Report in Appendix.

SCENARIOS

Several options are considered in Section 4, as summarized below:

Scenario 1

Scenario 1 – This option considers the completion of the 2010/2011 work (Windows, Roof, HVAC) in the Kindergarten wing as the first priority. The other scopes of work are spread over a multi-year phasing plan so that full accessibility upgrades are not triggered by renovation costs. This plan allows that Accessibility renovations can be phased over time as opposed to being required immediately. The scheduled work occurs in packages occurring every 3 years to avoid the sliding window of the accessibility threshold. The first package includes the “Base Repairs”, windows, roofing and HVAC replacement as well as some accessibility upgrades. The second package in Year 4 includes Program Changes (Media Center, Nurse, Administration and Food Services) as well as partial Fire Protection and Lighting. The Third and Fourth Packages, shown in years 7 and 10 address the bulk of the parity issues and other priorities of the district.

Scenario 2 -

Scenario 2 considers an option where both the “Base Repairs” and Programmatic Changes (Media Center & Administration/Nurse/Food Services) are executed as early as possible, both being implemented in Year 1. This scenario would trigger the Accessibility threshold and would require that the complete facility be brought into full compliance with MAAB Regulations. This Scenario is organized in three phases with the largest scope of work occurring in Year 1. Lighting and Fire Protection and some of the parity issues are addressed in Year 3 with Year 5 capturing the balance of the renovations addressing parity issues and renovations to the Site not already covered under the Accessibility Upgrades in Phase 1.

Scenario 3 -

Scenario 3 is similar to Scenario 2 but organizes the work into packages to be undertaken in three consecutive summers. This scenario would trigger the Accessibility threshold in Year 1 and would require that the complete facility be brought into full compliance with MAAB Regulations. This Scenario more evenly distributes the work, with Programmatic Changes

(Media Center & Administration/Nurse/Food Services) as well as Lighting and Fire Protection being addressed in Year 2. Year 3 would capture the balance of the renovations addressing parity issues and renovations to the Site not already covered under the Accessibility Upgrades in Phase 1.

Scenario 4 -

This Option simply looks at addressing all of the scopes of work identified during the feasibility study. This option is advantageous in that all of the projects objectives are accomplished in the Short term, however the cost far exceeds what has been discussed as the approximate project budget. Also, the extent of this project will likely extend the construction period beyond a summer recess and will require addition phasing/ scheduling consideration.

Please note that this Study did not specifically consider the standards or guidelines established by the Massachusetts School Building Authority (MSBA) in identifying these areas of need; however certain elements of this program may in fact be prove to be eligible for reimbursement from the MSBA. Specifically the MSBA has an accelerated repairs program that has, in the past, reimbursed districts for roof, window and HVAC repair projects. It is recommended that Arlington Public Schools contact the MSBA to discuss whether such reimbursements may be appropriate for the Stratton School.

CONCLUSION

The estimated cost for all scopes of work, regardless of Sequencing or Phasing, is \$7,906,008 Construction Cost and \$9,882,510 Project Cost, all in 2014 year costs. The Project Cost includes Soft Costs such as Professional Fees, Testing and Inspections, Furnishings, Bidding Costs and Contingencies.

This study provides the data to allow Arlington to make informed decisions regarding the future of the Stratton School. While no single option is recommended, there are several possible scenarios for the Town to consider depending upon scope, budget and schedule, that are outlined in Part IV, Scenarios.

End of Executive Summary

II. PROGRAMMING NOTES AND DIAGRAMS

June 11, 2014

Attendees:

Michael Hanna, Principal
Kim Carroll, Special Educator
Laurie Henry Social Worker
Kim Pratt, General Educator
Martha Benes, School Nurse
Melena Brown, Librarian
Denise Boucher, Food Service
Sharon Malone, Food Service
Scot Woodin, DRA Architects

Programming Meeting Notes

Two areas will be considered for programmatic changes. First that the Library/ Media Center will move to the existing Lower Gym which currently serves the afterschool program. This space is located on the south end of the building. The second area is the existing Administration Suite which, when the library is relocated, will allow for expansion to make an expanded Administration Area, Nurse's Area and Foodservices Area.

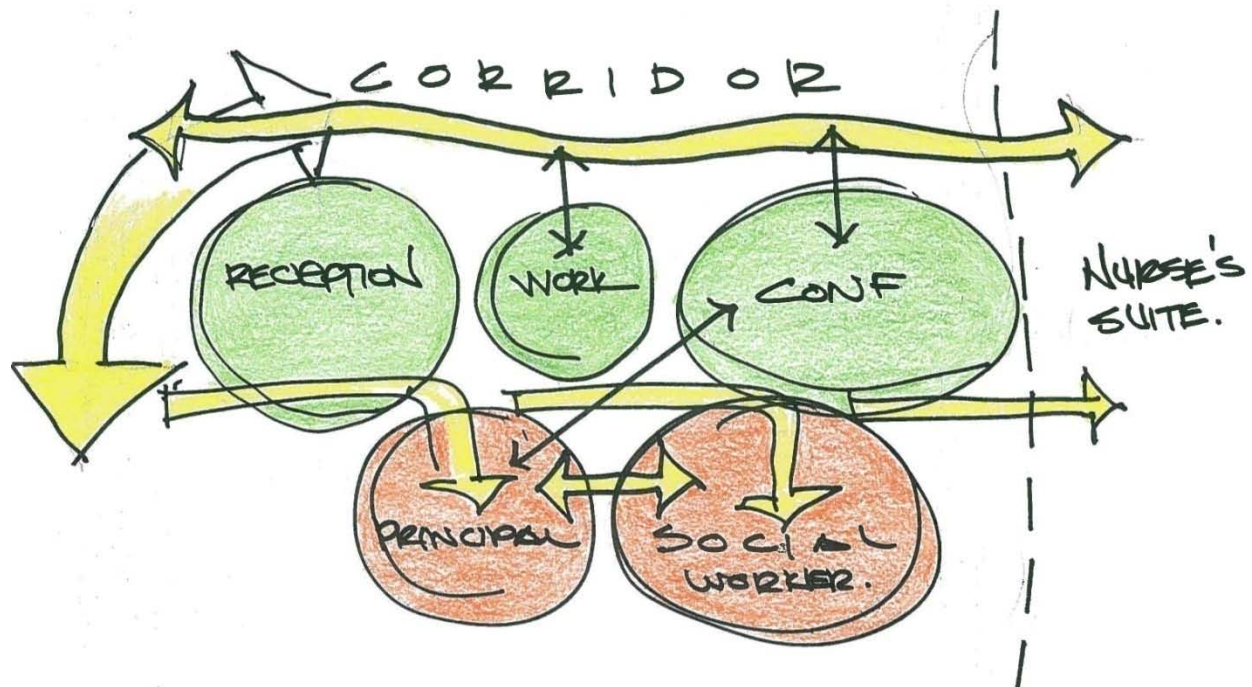
ADMINISTRATION

Main Administration Area – Secretary generally Likes the Layout and Function of the front office. Mr. Hanna's office is very small but reportedly meets his needs for the limited amount of time that it's occupied. Discussion focused on the need to expand the Social Worker's Office, which was estimated to need twice the space that it currently. The space required is comparable to that at the Thompson School. In addition to the adult desk with chair, the space requires a 3' round table with 4 to 5 chairs, floor space for student activities, chair for parent conference, additional bookshelves and storage.

The connection between the principal's office and the social workers office is critical. There is currently a door between these two rooms which must be maintained or if the area is reconfigured, this adjacency needs to be reestablished.

A new conference room is planned for the administration suite which, ideally, would be planned with connections directly to the corridor as well as from the interior of the administration suite.

The Reception Desk at the lobby currently serves as the control point for access to the Admin Area, including the offices for the principal, the social worker as well as the nurses' suite. This works well as configured.



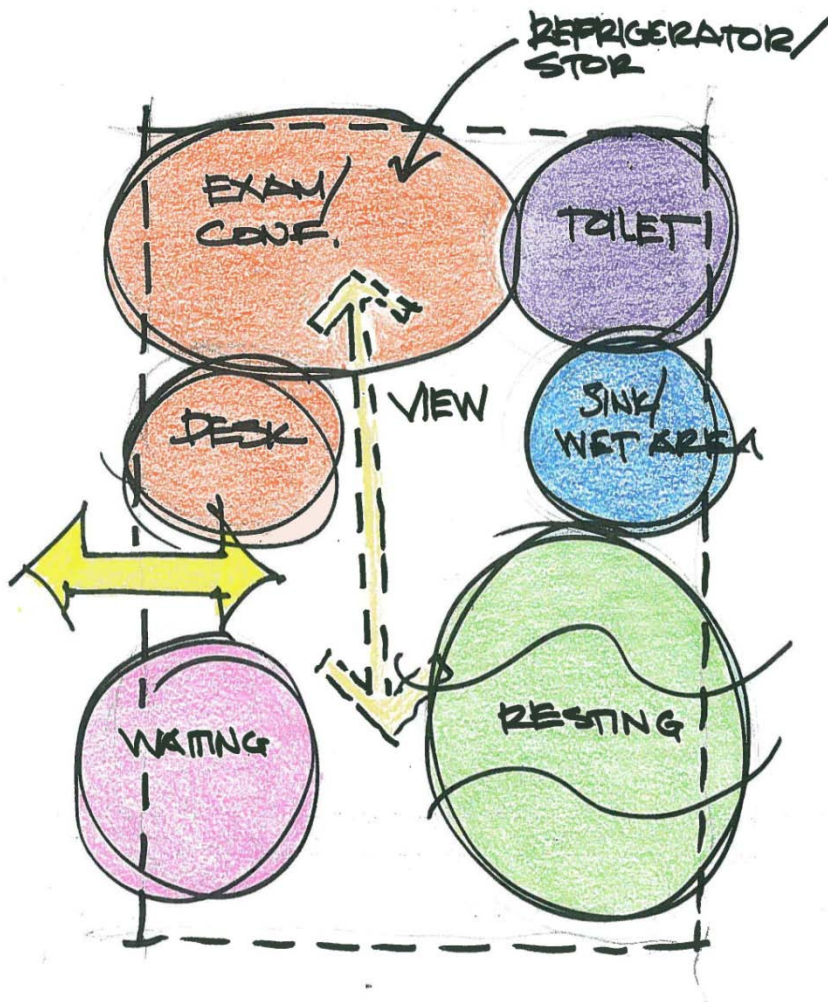
NURSES' OFFICE

The Nurse's office is very small. There is no separation currently between the different functions that the space serves – nurse administrative desk, exam, resting, waiting and conference all happen within the same room. The toilet room for the nurse is shared with the administration area and it is outside of the suite. The nurse also mentioned that she did not like the current configuration where her desk is right in front of the sink/ wet area.

It was discussed that the function of the space would be improved if there was a private exam conference room so that there could be some level of privacy. This room could have lockable storage and a half glass door so that supervision of the resting/ waiting areas could be maintained.

Other requirements/ equipment required in the nurse's area include:

- 2 cots for resting area with cubicle curtains to separate from adjacent areas
- Refrigerator/ Freezer
- Sink with eyewash incorporated into it.
- Bathroom within nurse's suite
- Nurse desk & chair
- Chairs for waiting
- Window to the Exterior (Natural Light)



KITCHEN / CAFETERIA

The size of the kitchen needs to be expanded in order to provide more equipment, more prep area, storage and bring the space into compliance with applicable codes. The current configuration has the majority of the equipment within the corridor including: the entire serving line (hot and cold serving) milk cabinet, ice cream refrigerator and freezer, rack and recycling can.

Inside the kitchen room is a double stack over, warming cabinet, 3 bay sink, shelves a desk and a prep table.

50% of the students buy lunch. Approx 60 students in each of three servings was estimated.

School currently uses paper and plastic. Recycling is important.

"Anything is better". Ideally, they would like to kitchen facility to be more like the Dalin or the Brackett.

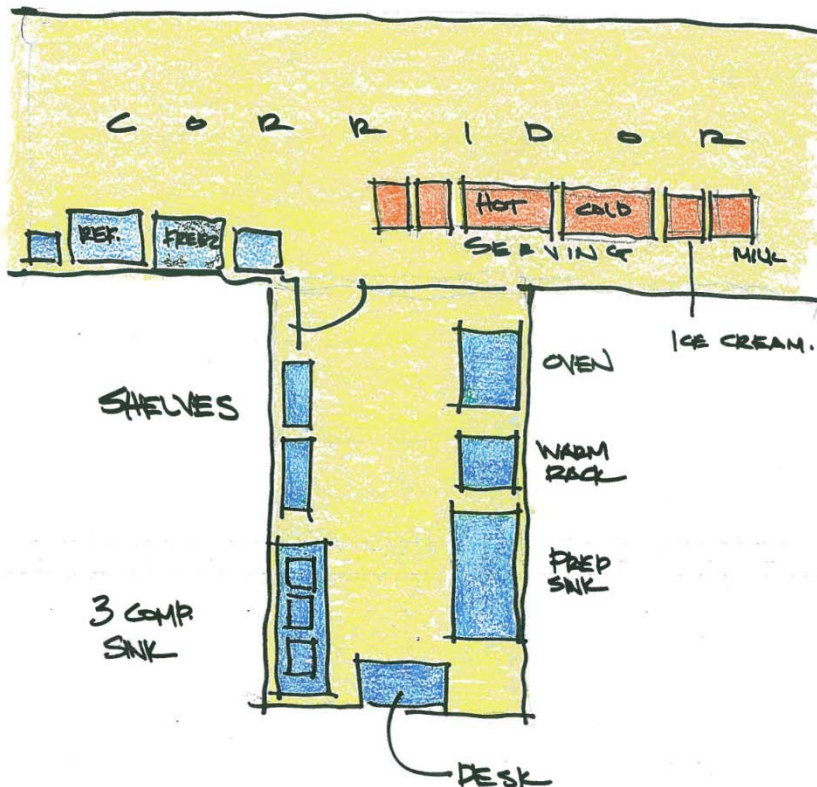
A primary objective of this exercise is to reduce the amount of equipment in the corridor due to its impact on circulation and efficiency.

Desired Equipment

- Stovetop
- Tilt Skillet
- Reach In Refrigerator & Freezer
- Milk Cooler
- Prep Rack
- 3 bay sink (larger than current which is too small)
- More Prep Area/ Prep Tables/ Counter Space
- Dry Storage
- Cart for Sped Meal Delivery/ Plastic Trays

Point of Sale area is currently within cafeteria itself, which is not ideal.

Parent support for lunch is significant.



The current area is significantly undersized compared to State standards and other Arlington elementary schools. It manages to function adequately but there is no ability to support different functions and simultaneous activities. The current space does not have sufficient storage or a circulations desk. A separate library office/ work room also does not exist which could be beneficial.

The new library is planned to occupy the existing lower Gym where the after school program is currently housed. The after school program does not require a dedicated space and the school will determine in the future what space it will be tethered to.

The new library will require a lift for access. Exterior windows are high and it would be desirable for some to come down nearer the floor so that there is a connection to the exterior. A window at the end of the corridor that terminates at the new Media Center connecting the hall to the Media Center would be desirable.

The Media Center is envisioned to be more of a "learning commons."

Areas could include:

- Circulation Desk

- Various size book Stacks

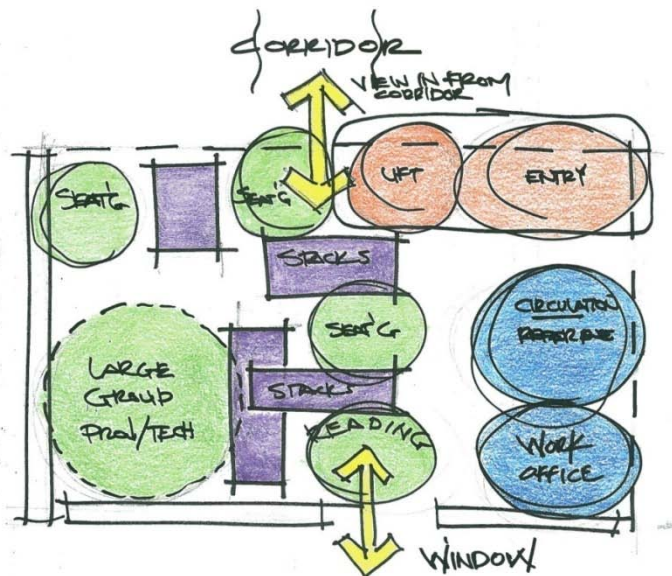
- Flexible and various work/ seating areas for independent and collaborative work.

- Separate Work/ Office/ Storage Room for the Librarian.

- Large Group Area (classroom size) with data infrastructure and projection capabilities.

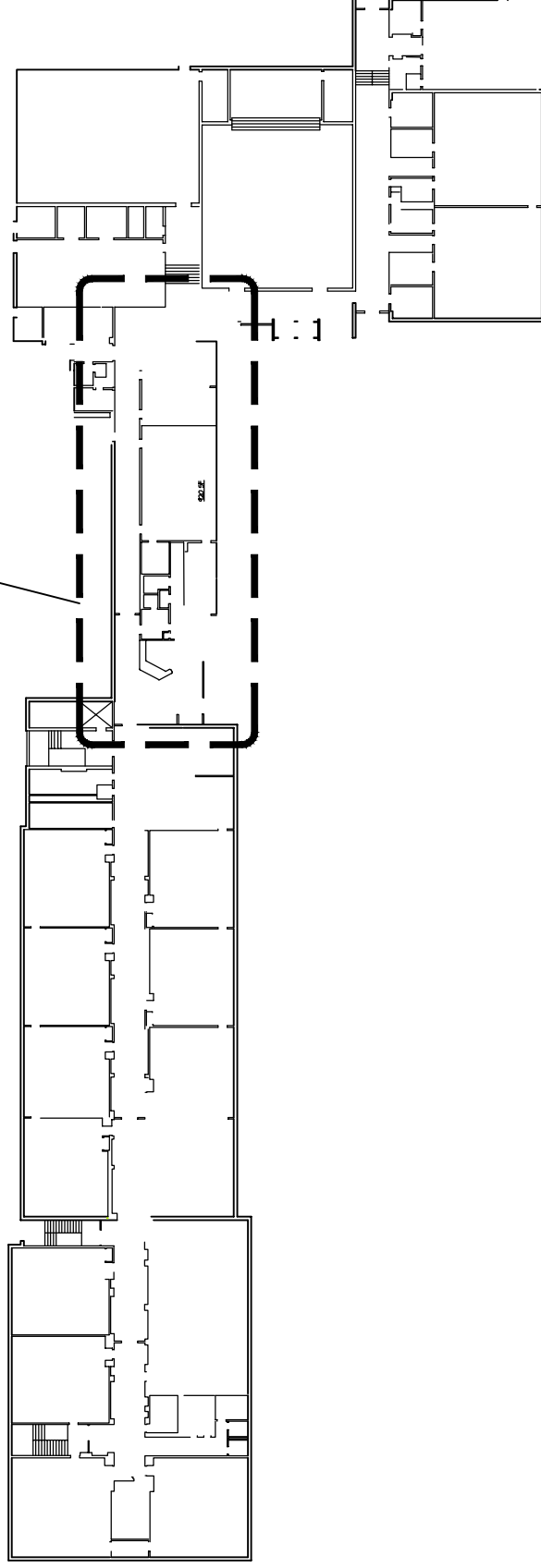
- Reading Area

Air Conditioning?

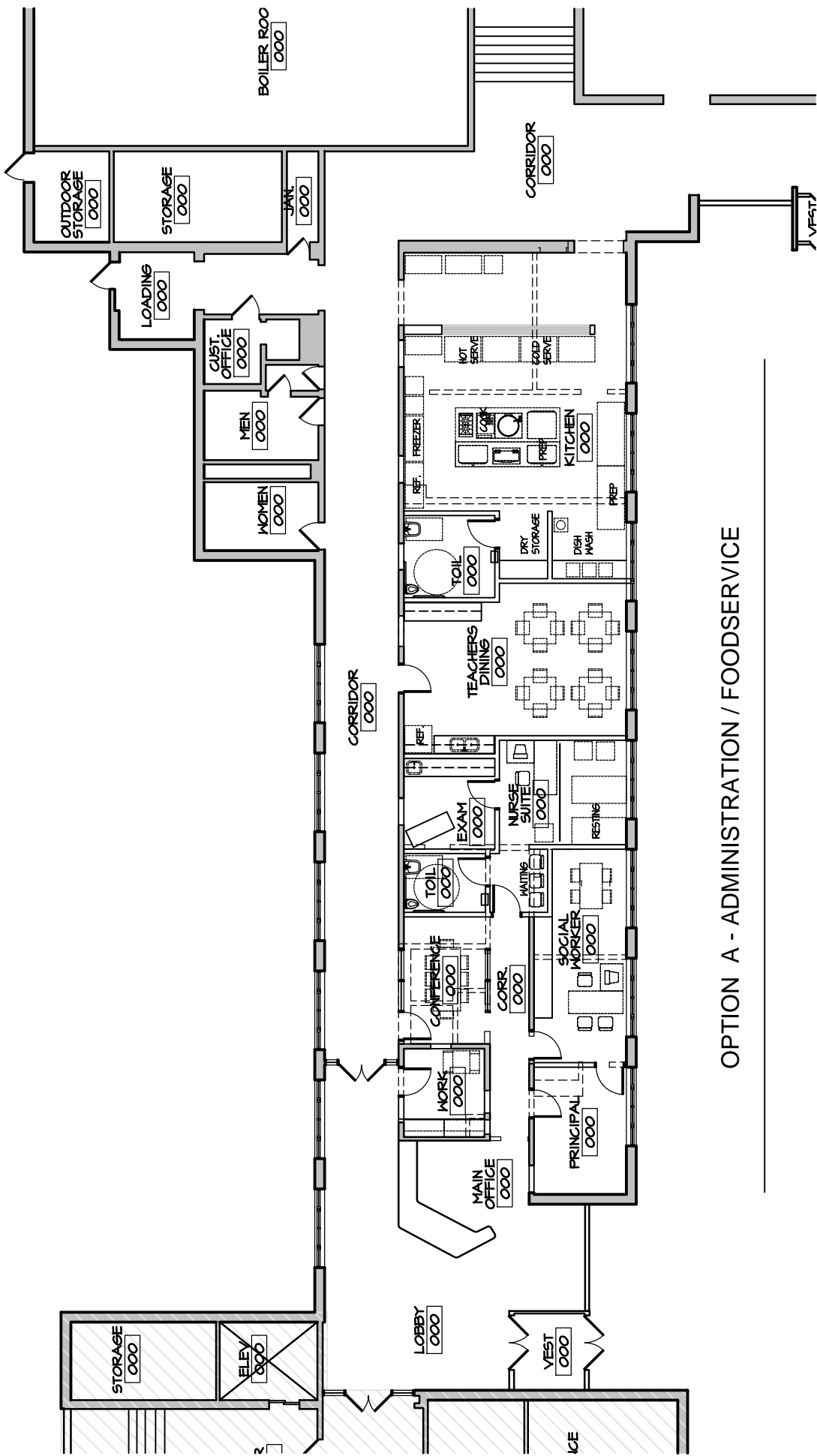


III. PROGRAMMING CHANGES – FLOOR PLANS

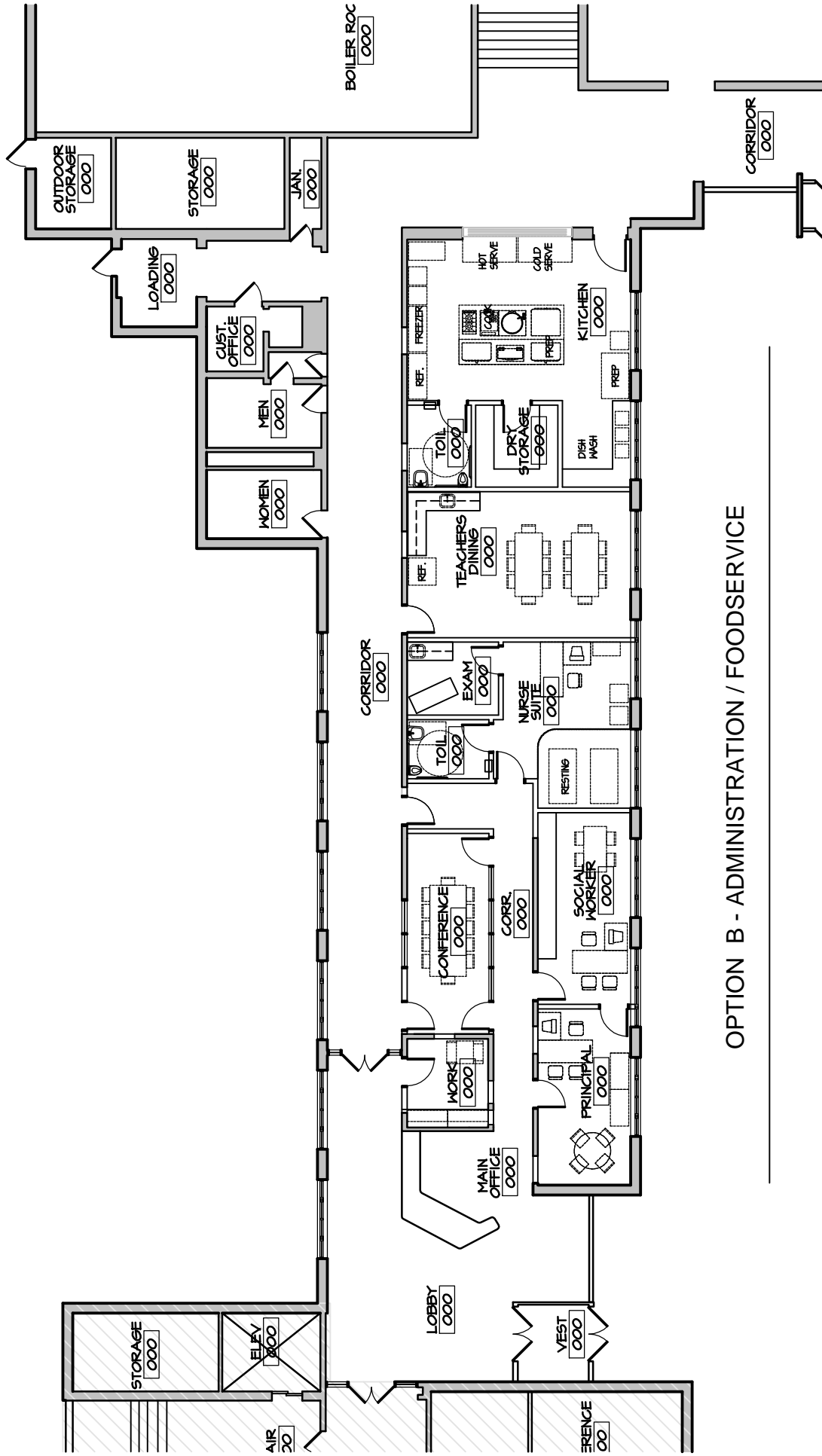
ADMIN / FOODSERVICE



FIRST FLOOR- KEY PLAN

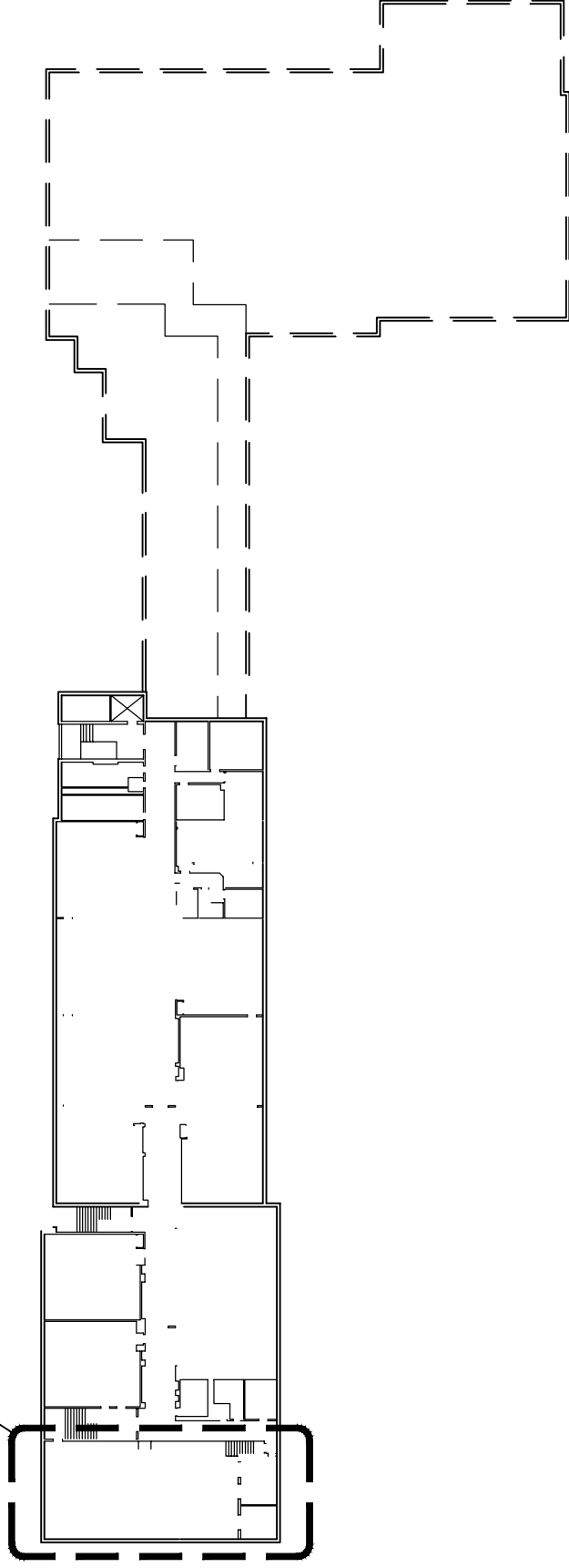


OPTION A - ADMINISTRATION / FOODSERVICE

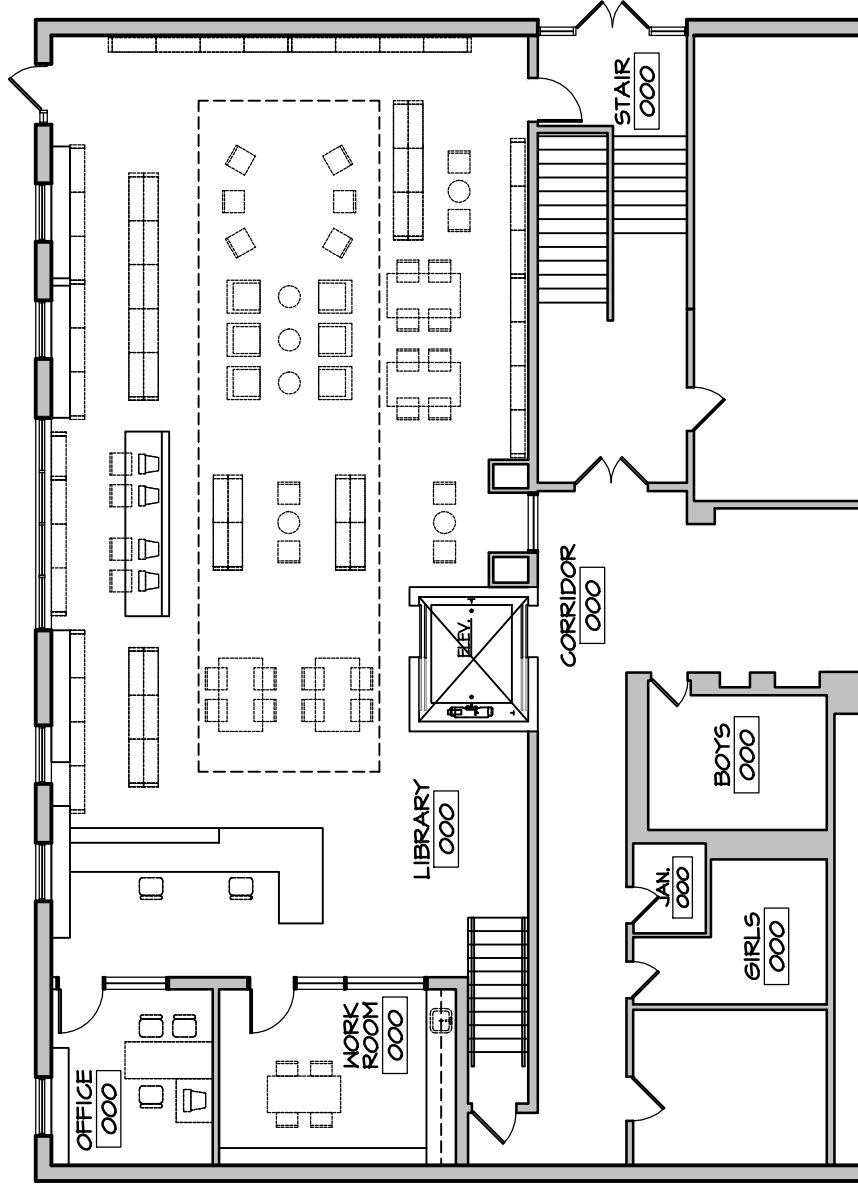


OPTION B - ADMINISTRATION / FOODSERVICE

MEDIA CENTER



GROUND FLOOR- KEY PLAN



MEDIA CENTER - OPTION A

IV. SCENARIOS

SCOPES OF WORK

This Study identified various scopes of work that are recommended to achieve the goals of the Arlington Public Schools for the Stratton School. The can be organized into the following categories:

Category	Item <i>(as listed on the scenario spreadsheet)</i>	Description
"Base Repairs" continuing the Repairs from the 2010 Phase One renovations	Roofing	Replacement of the built-up roofing system on the remaining portion of the school(Office/Kindergarten wing) with new EPDM roofing system. Includes new insulation, flashing, blocking and edge trim.
	Windows	Replacement of the existing windows and entry systems on the remaining portion of the school (Office/Kindergarten wing) with new aluminum insulated windows. Includes new entry doors and hardware.
	HVAC	Replacement of the Heating, Ventilating and Air-Conditioning systems on the remaining portion of the school (Office/Kindergarten wing) with new system to match the Phase One renovations. Includes replacement of through-wall unit ventilators, and installation of a new high-efficiency hot water boiler
Code Upgrades	Accessibility	Renovations to make the entire school comply with Massachusetts Architectural Access Board requirements. Includes wheelchair lifts to access the lower level after-school area, stage, gym and kindergarten, renovations to all student toilet rooms to provide accessible stalls & fixtures, modifications to classroom entries to provide proper clearances, replacement of door hardware, and upgrade of stair railing systems. New Sidewalk and Handicapped Accessible Curb Cuts at Front Entry Plaza.
	Fire Protection	Installation of a complete NFPA sprinkler system throughout the school. Includes upgrading exterior incoming water service, replacing entire ceiling system with new suspended acoustical tile ceiling and minor reworking of existing light fixtures.

	Seismic	Providing lateral bracing of certain tall masonry partitions by way of steel angles attached to the structure
Safety/Security Upgrades	Fire Alarm	Upgrade entire Fire Alarm system throughout school
	Surveillance	Add security cameras and security control systems
Telecommunications	Phone System	Add VOIP Phone system throughout facility with associative cabling. Paging features for intercom included.
Programmatic Revisions	Administration/Food Service	Renovations to the current Library area to provide expansion of the kitchen/food service area into an appropriate warming kitchen & server, and expansion of the administration space by reconfiguring the nurse's area, social worker's office and adding a conference room.
	New Library	Renovations to the former lower gym that currently houses the after-school program to convert it into a new Library/Media Center. Includes a new lift, construction of librarian's office and workroom, new circulation desk & built-in shelving, and upgrades to the lighting and HVAC.
Finish and Building Upgrades	Lighting	Replace light fixture throughout including switching
	Classrooms	Includes: New shelving and storage units, new "light shelves" painting of all walls, and new teacher desks
	Lobbies	Includes: new reception desk and new finishes, including flooring, wood and fabric wall panels, and ceiling soffits
	Corridors	Includes: ceramic tile wainscot, wood lockers & trim, and wood classroom doors.
	Gymnasium	Includes: painting walls & ceiling, new backstops & wall pads, and new acoustic wall panels

	Cafeteria	Includes: new wood paneling at proscenium, new acoustic wall pads, and new acoustical partition at stage
	Stage	Includes: Painting walls and ceiling, new theatrical lighting, upgraded sound system, and new casework for instrument storage
	Toilet Rooms	Includes: New fixtures, new partitions & toilet accessories
	Entranceways	Upgrade entrance treatment including new school signage
	Occupancy Sensors	Add occupancy sensors to control light fixtures
Site Improvements	Signage/Striping	New Directional Signage and Line Striping for Parking and Traffic Control
	Parking Area Improvements	Improvements to Parking Area to include new timber guardrail to replace existing metal one and new guardrail at street sidewalk to separate school parking from municipal sidewalk
	Other	General Landscaping and Outdoor Classroom.

Scenarios for Scope Implementation

Stratton School - Arlington, MA

Scenario ONE

[illegible]

Scenario TWO

Year 1				Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Total	
\$ 1,034,829	HVAC			\$ 672,052	Lighting					\$ 133,764	Stage										
\$ 404,244	Windows			\$ 1,110,560	Fire Protection, incl, Ceilings					\$ 771,242	Toilet rooms										
\$ 440,173	Roofing			\$ 161,928	Lobbies					\$ 76,436	Entranceway										
\$ 807,938	ADA			\$ 872,785	Classrooms					\$ 202,174	Site										
\$ 321,288	New Library			\$ 107,528	Corridors					\$ 179,587	Fire Alarm										
\$ 658,094	Admin/ Food Svc			\$ 88,838	Gymnasium					\$ 145,611	VOIP Phones										
				\$ 77,612	Cafetria					\$ 73,379	Surveillance										
				\$ 12,700	Seismic					\$ 15,287	Occ sensors										
Construct. Cost																					
\$ 3,666,566				\$ 3,104,001				\$ 1,597,479												\$ 8,368,046.39 includes 4% escalation per year	
Project Cost																					
Three year sliding window (30% assessed value)				\$ 2,427,783				Three year sliding window (30% assessed value)				\$ 2,622,000									
\$ 4,583,000				\$ 3,880,000				\$ 1,997,000								Project Cost				\$ 10,460,000	

Scenario THREE

Year 1/Summer +						Year 2/Summer						Year 3/Summer						Year 4						Year 5						Year 6						Year 7						Year 8						Year 9						Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
\$	1,034,829	HVAC	\$	334,140	New Library	\$	161,928	Lobbies																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

Scenario FOUR

Year 1				Total	
\$	1,034,829	HVAC			
\$	404,244	Windows			
\$	440,173	Roofing			
\$	807,938	ADA			
\$	321,288	New Library			
\$	658,094	Admin/ Food Svc			
\$	622,270	Lighting			
\$	1,028,296	Fire Protection			
\$	11,759	Seismic Upgrades			
\$	149,933	Lobbies			
\$	808,134	Classrooms			
\$	99,563	Corridors			
\$	82,257	Gymnasium			
\$	71,863	Cafetria			
\$	114,328	Stage			
\$	659,181	Toilet rooms			
\$	65,330	Entranceway			
\$	172,798	Site			
\$	153,493	Fire Alarm			
\$	124,454	VOIP Phones			
\$	62,717	Surveillance			
\$	13,066	Occ sensors			
Construct. Cost	\$ 7,906,008				\$ 7,906,008
3 year sliding window (30% assessed value)		\$	2,427,783		
\$	400,000	Modulars/Phasing allowance			
Project Cost	\$ 10,382,510	\$10,382,510			

V. COST ESTIMATE

PROJECT: Stratton Elementary School
LOCATION: Arlington, MA
CLIENT: Drummey Rosane Anderson, Inc.
DATE: 14-Aug-14

No.: 14062

BASELINE:	
HVAC	1,034,829
WINDOWS	404,244
ROOFING	440,173
PROGRAM CHANGES:	
LIBRARY MODIFICATIONS	658,094
AFTER SCHOOL AREA	321,288
MANDATORY UPGRADES:	
FIRE PROTECTION incl. CEILINGS	1,028,296
ACCESSIBILITY ISSUES	807,938
SEISMIC UPGRADES	11,759
FINISH AND BUILDING UPGRADES	
LOBBIES	149,933
CLASSROOMS	808,134
CORRIDORS	99,563
GYMNASIUM	82,257
CAFETERIA	71,863
STAGE	114,328
TOILETS	659,181
STAIRS	0
ENTRANCEWAY	65,330
SITE	172,798
ELECTRICAL UPGRADES:	
REPLACE INTERIOR LIGHTING	622,270
REPLACE FIRE ALARM SYSTEM	153,493
UPGRADE FIRE ALARM	70,524
VOIP PHONE SYSTEM	124,454
SECURITY:	
SURVEILLANCE CAMERAS	62,717
OCCUPANCY SENSORS	13,066
SITE:	
SIGNAGE	0
STRIPING	0
LANDSCAPING	0
PAVING/SIDEWALKS	0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
BASELINE:				
HVAC				
Replacement of unit ventilators/additional section HE boiler	33,000	GSF	22.00	726,000
Misc. Cut and Patch	33,000	GSF	2.00	66,000
SUBTOTAL				792,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		63,360
SUBTOTAL				855,360
FEE		3 %		25,661
SUBTOTAL				881,021
INSURANCE		0.65 %		5,727
SUBTOTAL				886,747
P&P BOND (all trades)		1 %		8,867
SUBTOTAL				895,615
PERMIT		1 %		8,956
SUBTOTAL				904,571
DESIGN CONTINGENCY		10 %		90,457
SUBTOTAL				995,028
ESCALATION (SPRING 2015)		4 %		39,801
TOTAL				1,034,829

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
WINDOWS				
Replace window & curtain wall on west wing				
Remove Curtain wall	1,873	SF	4.50	8,429
New Aluminum Curtainwall	1,873	SF	90.00	168,570
Misc. Repair to existing	1	LS	20,000.00	20,000
Repalce Windows:				
Remove existing window	1,019	SF	3.00	3,057
New Aluminum Windows	1,019	SF	70.00	71,330
Misc. Repair to existing	1	LS	20,000.00	20,000
Upgrade typical exterior hardware	6	EA	3,000.00	18,000
SUBTOTAL				309,386
GENERAL CONDITIONS/REQUIREMENTS		8 %		24,751
SUBTOTAL				334,136
FEE		3 %		10,024
SUBTOTAL				344,160
INSURANCE		0.65 %		2,237
SUBTOTAL				346,397
P&P BOND (all trades)		1 %		3,464
SUBTOTAL				349,861
PERMIT		1 %		3,499
SUBTOTAL				353,360
DESIGN CONTINGENCY		10 %		35,336
SUBTOTAL				388,696
ESCALATION (SPRING 2015)		4 %		15,548
TOTAL				404,244

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
ROOFING				
Repl roofing on west wing:				
Remove existing roofing and insulation	22,534	SF	1.45	32,674
New EPDM and Insulation	22,534	SF	11.50	259,141
Metal Flashing replacement	22,534	SF	2.00	45,068
Repalce roof blocking		NIC		
SUBTOTAL				336,883
GENERAL CONDITIONS/REQUIREMENTS		8 %		26,951
SUBTOTAL				363,834
FEE		3 %		10,915
SUBTOTAL				374,749
INSURANCE		0.65 %		2,436
SUBTOTAL				377,185
P&P BOND (all trades)		1 %		3,772
SUBTOTAL				380,957
PERMIT		1 %		3,810
SUBTOTAL				384,766
DESIGN CONTINGENCY		10 %		38,477
SUBTOTAL				423,243
ESCALATION (SPRING 2015)		4 %		16,930
TOTAL				440,173

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
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PROGRAM CHANGES:

LIBRARY MODIFICATIONS

New Administration and Kitchen:

Interior Demolition	3,220	SF	6.00	19,320
Lobby Desk	18	LF	600.00	10,800
Administration Casework	25	LF	450.00	11,250
Teacher Dinning Casewrok	16	LF	500.00	8,000
Cut and Patch slab at new plumbing	1	LS	10,000.00	10,000
Interior Drywall	3,220	SF	12.00	38,640
New Corridor Dorr opening	5	EA	4,500.00	22,500
Infill Corridor Door opening	4	EA	2,000.00	8,000
Interior Windows	250	SF	75.00	18,750
Kitchen Flooring	672	SF	25.00	16,800
Bathroom Tile	2	EA	3,500.00	7,000
Office Flooring	2,548	SF	6.00	15,288
Interior Doors	10	EA	1,200.00	12,000
2 x 2 ACT	3,220	SF	6.00	19,320
Plumbing - Bathrooms	2	EA	10,000.00	20,000
Plumbing - Kitchen	1	LS	25,000.00	25,000
Kitchen Equipment	1	LS	80,000.00	80,000
HVAC	3,220	SF	25.00	80,500
Electrical	3,220	SF	25.00	80,500

SUBTOTAL				503,668
GENERAL CONDITIONS/REQUIREMENTS		8 %		40,293
SUBTOTAL				543,961
FEE		3 %		16,319
SUBTOTAL				560,280
INSURANCE		0.65 %		3,642
SUBTOTAL				563,922
P&P BOND (all trades)		1 %		5,639
SUBTOTAL				569,561
PERMIT		1 %		5,696
SUBTOTAL				575,257
DESIGN CONTINGENCY		10 %		57,526
SUBTOTAL				632,783
ESCALATION (SPRING 2015)		4 %		25,311
TOTAL				658,094

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
AFTER SCHOOL AREA				
Convert Playroom into Library:				
Interior Demolition	2,432	SF	5.00	12,160
Cut and Patch slab at new sink	1	LS	5,000.00	5,000
New Lift from hall	1	LS	65,000.00	65,000
Patch and repair corridor openings	1	LS	7,500.00	7,500
Circulation desk	22	LF	850.00	18,700
Work room casework	12	LF	450.00	5,400
Misc. Millwork	1	LS	10,000.00	10,000
Interior Partitions	608	SF	12.00	7,296
Doors - SGL	2	EA	1,200.00	2,400
Int Windows	40	SF	75.00	3,000
New Carpet and Base	2,432	SF	6.00	14,592
New ACT	2,432	SF	8.00	19,456
Interior Painting	2,432	SF	4.00	9,728
HVAC	2,432	SF	5.00	12,160
Electrical	2,432	SF	22.00	53,504
SUBTOTAL				245,896
GENERAL CONDITIONS/REQUIREMENTS		8 %		19,672
SUBTOTAL				265,568
FEE		3 %		7,967
SUBTOTAL				273,535
INSURANCE		0.65 %		1,778
SUBTOTAL				275,313
P&P BOND (all trades)		1 %		2,753
SUBTOTAL				278,066
PERMIT		1 %		2,781
SUBTOTAL				280,846
DESIGN CONTINGENCY		10 %		28,085
SUBTOTAL				308,931
ESCALATION (SPRING 2015)		4 %		12,357
TOTAL				321,288

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
MANDATORY UPGRADES:				
FIRE PROTECTION incl. CEILINGS				
Add sprinkler protection throughout				
Sprinkler site service	1	LS	25,000.00	25,000
Sprinkler system	63,500	SF	4.00	254,000
Allow for cut and patch	63,500	SF	0.50	31,750
Replace existing ACT	63,500	SF	5.50	349,250
Rework lighting and misc hvac	63,500	SF	1.00	63,500
Misc. Architecture	63,500	SF	1.00	63,500
SUBTOTAL				787,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		62,960
SUBTOTAL				849,960
FEE		3 %		25,499
SUBTOTAL				875,459
INSURANCE		0.65 %		5,690
SUBTOTAL				881,149
P&P BOND (all trades)		1 %		8,811
SUBTOTAL				889,961
PERMIT		1 %		8,900
SUBTOTAL				898,860
DESIGN CONTINGENCY		10 %		89,886
SUBTOTAL				988,746
ESCALATION (SPRING 2015)		4 %		39,550
TOTAL				1,028,296

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
ACCESSIBILITY ISSUES				
Wheelchair Lifts:				
Wheelchair lift - location A	1	EA	30,000.00	30,000
Wheelchair lift - location B	1	EA	60,000.00	60,000
Wheelchair lift - location C	1	EA	60,000.00	60,000
Toilet Rooms:				
Mens & womens toilet rm - ground flr	2	EA	25,000.00	50,000
Boys & girls room - ground flr	2	EA	15,000.00	30,000
Boys & girls room - 1stflr	2	EA	15,000.00	30,000
Railing System:				
Upgrade Railings for AAB Compliance:				
3 Full height stairs (floor to floor)	3	EA	12,000.00	36,000
2 Short stairs (to gym & kindergarten)	2	EA	5,500.00	11,000
Hardware:				
Upgrade typical interior hardware - sgl	98	EA	325.00	31,850
Upgrade typical int. hardware - pair (egress)	13	EA	3,500.00	45,500
Upgrade typical int. hardware - pair (non-egress)	5	EA	1,800.00	9,000
Ramps:				
Ramp to stage	1	EA	15,000.00	15,000
Other:				
Push/pull side clearance	27	EA	5,000.00	135,000
Drinking fountain	4	EA	7,500.00	30,000
Site - Sidewalk and curb cuts at front plaza	1	LS	45,000.00	45,000
SUBTOTAL				618,350
GENERAL CONDITIONS/REQUIREMENTS		8 %		49,468
SUBTOTAL				667,818
FEE		3 %		20,035
SUBTOTAL				687,853
INSURANCE		0.65 %		4,471
SUBTOTAL				692,324
P&P BOND (all trades)		1 %		6,923
SUBTOTAL				699,247
PERMIT		1 %		6,992
SUBTOTAL				706,239
DESIGN CONTINGENCY		10 %		70,624
SUBTOTAL				776,863
ESCALATION (SPRING 2015)		4 %		31,075

Stratton Elementary School

8/14/2014

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
TOTAL				807,938

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SEISMIC UPGRADES				
Minimal requires	1	LS	9,000.00	9,000
SUBTOTAL				9,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		720
SUBTOTAL				9,720
FEE		3 %		292
SUBTOTAL				10,012
INSURANCE		0.65 %		65
SUBTOTAL				10,077
P&P BOND (all trades)		1 %		101
SUBTOTAL				10,177
PERMIT		1 %		102
SUBTOTAL				10,279
DESIGN CONTINGENCY		10 %		1,028
SUBTOTAL				11,307
ESCALATION (SPRING 2015)		4 %		452
TOTAL				11,759

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
FINISH AND BUILDING UPGRADES				
LOBBIES				
New reception desk, secretary desk and casework	1	LS	25,000.00	25,000
New carpeting for admin area	1,500	SF	6.50	9,750
New clg sys, accent canopies, soffits	1	LS	30,000.00	30,000
Enhancements to waiting area	1	LS	25,000.00	25,000
Wood paneling/acous. paneling or fabric wrapped panels	1	LS	25,000.00	25,000
SUBTOTAL				114,750
GENERAL CONDITIONS/REQUIREMENTS		8 %		9,180
SUBTOTAL				123,930
FEE		3 %		3,718
SUBTOTAL				127,648
INSURANCE		0.65 %		830
SUBTOTAL				128,478
P&P BOND (all trades)		1 %		1,285
SUBTOTAL				129,762
PERMIT		1 %		1,298
SUBTOTAL				131,060
DESIGN CONTINGENCY		10 %		13,106
SUBTOTAL				144,166
ESCALATION (SPRING 2015)		4 %		5,767
TOTAL				149,933

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
CLASSROOMS				
New casework/cubbies	28	RMS	15,000.00	420,000
Upgrade desks and chairs		W/ FF&E		
Light shelves at windows	1	LS	30,000.00	30,000
Paint walls	45,000	GSF	2.50	112,500
New teachers desk	28	EA	2,000.00	56,000
SUBTOTAL				618,500
GENERAL CONDITIONS/REQUIREMENTS		8 %		49,480
SUBTOTAL				667,980
FEE		3 %		20,039
SUBTOTAL				688,019
INSURANCE		0.65 %		4,472
SUBTOTAL				692,492
P&P BOND (all trades)		1 %		6,925
SUBTOTAL				699,416
PERMIT		1 %		6,994
SUBTOTAL				706,411
DESIGN CONTINGENCY		10 %		70,641
SUBTOTAL				777,052
ESCALATION (SPRING 2015)		4 %		31,082
TOTAL				808,134

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
CORRIDORS				
Wood lockers with doors	1	LS	10,000.00	10,000
Ceramic tile accent wall, one side of corridor/ wainscot height	800	SF	22.00	17,600
New wood classroom doors	28	EA	1,200.00	33,600
Breakout areas	1	LS	15,000.00	15,000
SUBTOTAL				76,200
GENERAL CONDITIONS/REQUIREMENTS		8 %		6,096
SUBTOTAL				82,296
FEE		3 %		2,469
SUBTOTAL				84,765
INSURANCE		0.65 %		551
SUBTOTAL				85,316
P&P BOND (all trades)		1 %		853
SUBTOTAL				86,169
PERMIT		1 %		862
SUBTOTAL				87,031
DESIGN CONTINGENCY		10 %		8,703
SUBTOTAL				95,734
ESCALATION (SPRING 2015)		4 %		3,829
TOTAL				99,563

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
GYMNASIUM				
New basketball backstops	2	EA	9,500.00	19,000
Paint walls, structure & roof deck (clg)	2,551	SF	5.00	12,755
Acous. panels/tecturm on walls	900	SF	18.00	16,200
New protective wall pads	500	SF	20.00	10,000
Signage/school logo graphics on wall/ center court	1	LS	5,000.00	5,000
SUBTOTAL				62,955
GENERAL CONDITIONS/REQUIREMENTS		8 %		5,036
SUBTOTAL				67,991
FEE		3 %		2,040
SUBTOTAL				70,031
INSURANCE		0.65 %		455
SUBTOTAL				70,486
P&P BOND (all trades)		1 %		705
SUBTOTAL				71,191
PERMIT		1 %		712
SUBTOTAL				71,903
DESIGN CONTINGENCY		10 %		7,190
SUBTOTAL				79,093
ESCALATION (SPRING 2015)		4 %		3,164
TOTAL				82,257

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
CAFETERIA				
Acous. partition at stage	1	LS	25,000.00	25,000
Wall paneling/fabrick wrapped panels at proscenium wall	1	LS	15,000.00	15,000
Acous. treatment on sidewalls (sections of fabric wrapped)	1	LS	15,000.00	15,000
Replace tables w/new cafeteria furniture		W/ FF&E		
SUBTOTAL				55,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		4,400
SUBTOTAL				59,400
FEE		3 %		1,782
SUBTOTAL				61,182
INSURANCE		0.65 %		398
SUBTOTAL				61,580
P&P BOND (all trades)		1 %		616
SUBTOTAL				62,195
PERMIT		1 %		622
SUBTOTAL				62,817
DESIGN CONTINGENCY		10 %		6,282
SUBTOTAL				69,099
ESCALATION (SPRING 2015)		4 %		2,764
TOTAL				71,863

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
STAGE				
Casework for instrument storage	1	LS	10,000.00	10,000
Upgrade sound system	1	LS	40,000.00	40,000
Upgrade stage ltg-quasi theatrical ltg	1	LS	30,000.00	30,000
Paint wall, clg. & structure	1	LS	7,500.00	7,500
SUBTOTAL				87,500
GENERAL CONDITIONS/REQUIREMENTS		8 %		7,000
SUBTOTAL				94,500
FEE		3 %		2,835
SUBTOTAL				97,335
INSURANCE		0.65 %		633
SUBTOTAL				97,968
P&P BOND (all trades)		1 %		980
SUBTOTAL				98,947
PERMIT		1 %		989
SUBTOTAL				99,937
DESIGN CONTINGENCY		10 %		9,994
SUBTOTAL				109,931
ESCALATION (SPRING 2015)		4 %		4,397
TOTAL				114,328

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
TOILETS				
Replace Plumbing Fixtures only	63,500	SF	5.00	317,500
Repalce Bathroom floor tile	2,200	SF	25.00	55,000
Replace bathroom wall	4,500	SF	16.00	72,000
Replace toilet accessories	10	RMS	3,000.00	30,000
Replace Toilet Partitions	1	LS	30,000.00	30,000
SUBTOTAL				504,500
GENERAL CONDITIONS/REQUIREMENTS		8 %		40,360
SUBTOTAL				544,860
FEE		3 %		16,346
SUBTOTAL				561,206
INSURANCE		0.65 %		3,648
SUBTOTAL				564,854
P&P BOND (all trades)		1 %		5,649
SUBTOTAL				570,502
PERMIT		1 %		5,705
SUBTOTAL				576,207
DESIGN CONTINGENCY		10 %		57,621
SUBTOTAL				633,828
ESCALATION (SPRING 2015)		4 %		25,353
TOTAL				659,181

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
STAIRS				
Install new railing system		INC. W/ ADA		
SUBTOTAL				0
GENERAL CONDITIONS/REQUIREMENTS		8 %		0
SUBTOTAL				0
FEE		3 %		0
SUBTOTAL				0
INSURANCE		0.65 %		0
SUBTOTAL				0
P&P BOND (all trades)		1 %		0
SUBTOTAL				0
PERMIT		1 %		0
SUBTOTAL				0
DESIGN CONTINGENCY		10 %		0
SUBTOTAL				0
ESCALATION (SPRING 2015)		4 %		0
TOTAL				0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
ENTRANCEWAY				
Enhance main ent., columns, portico, school signage	1	LS	50,000.00	50,000
SUBTOTAL				50,000
GENERAL CONDITIONS/REQUIREMENTS			8 %	4,000
SUBTOTAL				54,000
FEE			3 %	1,620
SUBTOTAL				55,620
INSURANCE			0.65 %	362
SUBTOTAL				55,982
P&P BOND (all trades)			1 %	560
SUBTOTAL				56,541
PERMIT			1 %	565
SUBTOTAL				57,107
DESIGN CONTINGENCY			10 %	5,711
SUBTOTAL				62,817
ESCALATION (SPRING 2015)			4 %	2,513
TOTAL				65,330

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SITE				
Directional signage	1	LS	7,500.00	7,500
Line striping for parking & traffic control	1	LS	5,000.00	5,000
New timber guardrail along parking lot	150	LF	65.00	9,750
Outdoor classroom	1	LS	25,000.00	25,000
Landscaping	1	LS	50,000.00	50,000
Sidewalk at Pkg/ new guardrail at munic. sidewalk	1	LS	35,000.00	35,000
SUBTOTAL				132,250
GENERAL CONDITIONS/REQUIREMENTS		8 %		10,580
SUBTOTAL				142,830
FEE		3 %		4,285
SUBTOTAL				147,115
INSURANCE		0.65 %		956
SUBTOTAL				148,071
P&P BOND (all trades)		1 %		1,481
SUBTOTAL				149,552
PERMIT		1 %		1,496
SUBTOTAL				151,047
DESIGN CONTINGENCY		10 %		15,105
SUBTOTAL				166,152
ESCALATION (SPRING 2015)		4 %		6,646
TOTAL				172,798

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
ELECTRICAL UPGRADES:				
REPLACE INTERIOR LIGHTING				
New Interior Lighting	63,500	SF	6.00	381,000
Lighting control system	63,500	SF	1.50	95,250
*New Ceilings carried w/ sprinkler				-----
SUBTOTAL				476,250
GENERAL CONDITIONS/REQUIREMENTS		8 %		38,100

SUBTOTAL				514,350
FEE		3 %		15,431

SUBTOTAL				529,781
INSURANCE		0.65 %		3,444

SUBTOTAL				533,224
P&P BOND (all trades)		1 %		5,332

SUBTOTAL				538,556
PERMIT		1 %		5,386

SUBTOTAL				543,942
DESIGN CONTINGENCY		10 %		54,394

SUBTOTAL				598,336
ESCALATION (SPRING 2015)		4 %		23,933

TOTAL				622,270

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
REPLACE FIRE ALARM SYSTEM				
New fire alarm system	63,500	SF	1.50	95,250
Misc. Cut and Patch	63,500	SF	0.35	22,225
SUBTOTAL				117,475
GENERAL CONDITIONS/REQUIREMENTS		8 %		9,398
SUBTOTAL				126,873
FEE		3 %		3,806
SUBTOTAL				130,679
INSURANCE		0.65 %		849
SUBTOTAL				131,529
P&P BOND (all trades)		1 %		1,315
SUBTOTAL				132,844
PERMIT		1 %		1,328
SUBTOTAL				134,172
DESIGN CONTINGENCY		10 %		13,417
SUBTOTAL				147,590
ESCALATION (SPRING 2015)		4 %		5,904
TOTAL				153,493
UPGRADE FIRE ALARM				
Upgrade fire alarm system	63,500	SF	0.50	31,750
Misc. Cut and Patch	63,500	SF	0.35	22,225
Landscaping				53,975
GENERAL CONDITIONS/REQUIREMENTS		8 %		4,318
SUBTOTAL				58,293
FEE		3 %		1,749
SUBTOTAL				60,042
INSURANCE		0.65 %		390
SUBTOTAL				60,432
P&P BOND (all trades)		1 %		604
SUBTOTAL				61,036
PERMIT		1 %		610

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SUBTOTAL				61,647
DESIGN CONTINGENCY		10 %		6,165
SUBTOTAL				67,811
ESCALATION (SPRING 2015)		4 %		2,712
TOTAL				70,524
VOIP SYSTEM				
VOIP Phone System and Cabling	63,500	SF	1.50	95,250
SUBTOTAL				95,250
GENERAL CONDITIONS/REQUIREMENTS		8 %		7,620
SUBTOTAL				102,870
FEE		3 %		3,086
SUBTOTAL				105,956
INSURANCE		0.65 %		689
SUBTOTAL				106,645
P&P BOND (all trades)		1 %		1,066
SUBTOTAL				107,711
PERMIT		1 %		1,077
SUBTOTAL				108,788
DESIGN CONTINGENCY		10 %		10,879
SUBTOTAL				119,667
ESCALATION (SPRING 2015)		4 %		4,787
TOTAL				124,454
SECURITY:				
SURVEILLANCE CAMERAS				
Add security Control equipment	1	LS	20,000.00	20,000
Surveillance cameras	8	EA	3,500.00	28,000
SUBTOTAL				48,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		3,840
SUBTOTAL				51,840
FEE		3 %		1,555
SUBTOTAL				53,395
INSURANCE		0.65 %		347

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SUBTOTAL				53,742
P&P BOND (all trades)		1 %		537
SUBTOTAL				54,280
PERMIT		1 %		543
SUBTOTAL				54,822
DESIGN CONTINGENCY		10 %		5,482
SUBTOTAL				60,305
ESCALATION (SPRING 2015)		4 %		2,412
TOTAL				62,717

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
OCCUPANCY SENSORS				
Occupancy sensors	1	LS	10,000.00	10,000
SUBTOTAL				10,000
GENERAL CONDITIONS/REQUIREMENTS		8 %		800
SUBTOTAL				10,800
FEE		3 %		324
SUBTOTAL				11,124
INSURANCE		0.65 %		72
SUBTOTAL				11,196
P&P BOND (all trades)		1 %		112
SUBTOTAL				11,308
PERMIT		1 %		113
SUBTOTAL				11,421
DESIGN CONTINGENCY		10 %		1,142
SUBTOTAL				12,563
ESCALATION (SPRING 2015)		4 %		503
TOTAL				13,066

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
SITE:				
SIGNAGE	Included in "Finish & Building Upgrades - SITE" (above)			
Signage	1	LS	0.00	0
SUBTOTAL				0
GENERAL CONDITIONS/REQUIREMENTS		8 %		0
SUBTOTAL				0
FEE		3 %		0
SUBTOTAL				0
INSURANCE		0.65 %		0
SUBTOTAL				0
P&P BOND (all trades)		1 %		0
SUBTOTAL				0
PERMIT		1 %		0
SUBTOTAL				0
DESIGN CONTINGENCY		10 %		0
SUBTOTAL				0
ESCALATION (SPRING 2015)		4 %		0
TOTAL				0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
STRIPING Included in "Finish & Building Upgrades - SITE" (above)				
Striping	1	LS	0.00	0
SUBTOTAL				0
GENERAL CONDITIONS/REQUIREMENTS		8 %		0
SUBTOTAL				0
FEE		3 %		0
SUBTOTAL				0
INSURANCE		0.65 %		0
SUBTOTAL				0
P&P BOND (all trades)		1 %		0
SUBTOTAL				0
PERMIT		1 %		0
SUBTOTAL				0
DESIGN CONTINGENCY		10 %		0
SUBTOTAL				0
ESCALATION (SPRING 2015)		4 %		0
TOTAL				0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
LANDSCAPING Included in "Finish & Building Upgrades - SITE" (above)				
Landscaping	1	LS	0.00	0
SUBTOTAL				0
GENERAL CONDITIONS/REQUIREMENTS		8 %		0
SUBTOTAL				0
FEE		3 %		0
SUBTOTAL				0
INSURANCE		0.65 %		0
SUBTOTAL				0
P&P BOND (all trades)		1 %		0
SUBTOTAL				0
PERMIT		1 %		0
SUBTOTAL				0
DESIGN CONTINGENCY		10 %		0
SUBTOTAL				0
ESCALATION (SPRING 2015)		4 %		0
TOTAL				0

DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL
PAVING/SIDEWALKS				
Included in "Finish & Building Upgrades - SITE" (above)				
Paving/sidewalks	1	LS	0.00	0
SUBTOTAL				0
GENERAL CONDITIONS/REQUIREMENTS		8 %		0
SUBTOTAL				0
FEE		3 %		0
SUBTOTAL				0
INSURANCE		0.65 %		0
SUBTOTAL				0
P&P BOND (all trades)		1 %		0
SUBTOTAL				0
PERMIT		1 %		0
SUBTOTAL				0
DESIGN CONTINGENCY		10 %		0
SUBTOTAL				0
ESCALATION (SPRING 2015)		4 %		0
TOTAL				0

VI. APPENDIX

APPENDIX i MEP Report

GRIFFITH & VARY, INC.



Mechanical, Electrical, Plumbing and Fire Protection Existing Conditions Narrative for the Stratton Elementary School

Arlington, Massachusetts

June 20, 2014

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Fire Protection

Existing System Summary:

1. The existing building does not have an automatic wet-pipe sprinkler system.

Recommendations:

General System:

1. It is strongly recommended that a sprinkler system be installed in this school to provide coverage throughout.
2. Design Criteria:
 - a. The Fire Protection systems shall be provided in accordance with NFPA #13, NFPA #14, the BOCA Fire Prevention Code and the latest Massachusetts State Building Code.
3. Summary of Sprinkler System Work:
 - a. The fire protection system shall be a wet-pipe, combined sprinkler/standpipe system to protect all areas of the building. Each level of the building will be protected as a separate zone of fire protection.
 - b. The fire protection system shall commence at a separate, designated fire water service. Where this service enters the building, a double check backflow preventer shall be provided. A wet-pipe alarm riser shall be provided immediately after the backflow preventer. Fire department connections shall be provided at the front and rear of the building and will connect to the fire protection system.
 - c. The stairwells will have standpipes having fire hose valves with cabinets. Each floor of the building will be a separate sprinkler zone, being fed from a floor control valve connecting to the standpipe risers.
4. Materials:
 - a. All sprinkler piping 2-1/2" and larger in size should be a Schedule 10 steel pipe with rolled joints with victaulic fittings. All piping 2" and smaller should be Schedule 40 steel pipe with 175 lb. screwed fittings.
 - b. All finished areas of the building with finished ceilings should be protected by concealed piping with semi-recessed pendant sprinkler heads.
 - c. All unfinished areas of the building should be protected with exposed piping having brass, upright sprinkler heads.

Plumbing

Existing System Summary:

1. The building is served by a single domestic water service. Domestic hot water is provided to the toilet rooms from a steam heat exchanger in the boiler room and an electric hot water heater provides hot water to the kitchen. Although the service size appears to be adequate, the existing hot water heaters have outlived their useful service life and are not suited for re-use in an academic facility.
2. The existing plumbing fixtures appear to be original vintage throughout.
3. The buildings sanitary system drains by gravity to outside of building.

Recommendations:

General System:

1. Design Criteria:
 - a. The Plumbing Systems of the building should be provided in accordance with Massachusetts 248 CMR, Massachusetts Fuel Gas and Plumbing Code and the Massachusetts Building Code.
 - b. Disconnect and remove all existing plumbing fixtures not to be reused complete with all associated piping.

Materials:

1. Domestic Water:
 - a. All new domestic water piping should be of Type "L" copper with wrought copper fittings, sweated with no-lead solder. All water piping will be insulated with 1" thick, heavy density, fiberglass insulation having an all-purpose jacket. All valves should be ball type. All valves and fittings should be insulated with pre-molded pipe enclosures packed with fiberglass insulation. Pipe will be supported individually on clevis type hangers. Twelve-inch (12") long pipe saddles should be provided between all supports and the insulated pipe.
2. Sanitary Waste and Vent:
 - a. All interior DW&V piping above grade should be service weight, cast iron pipe with "no hub" fittings except for pipe 2" and smaller which may be Type "M" copper tubing with sweat joints

3. Fixtures:

- a. All water closets, urinals and lavatories should be of vitreous china and should be white in color. Water closets should be wall-mounted units and operate on 1.28 gallons per flush. Urinals should be 0.5 gallons per flush. All fixtures should be installed with floor-mounted carriers.
- b. Lavatories should have sensor type faucets with hot and cold water controls. The supplies and wastes of all handicapped lavatories should be insulated with pre-formed insulation components. Water to all lavatories should be tempered to 110°F.

HVAC

Existing System Summary:

1. Classrooms:

- a. The classrooms were each furnished with a dedicated Nesbitt classroom unit ventilator, installed at the exterior wall complete with a fresh air louver with steam heating coil. The fresh air connection has an automatic damper to open when the unit is energized and closes when the unit is de-energized. The fresh air damper operation could not be verified. These units have outlived their useful service life and should be removed and replaced with new.
- b. General exhaust for the classrooms is achieved by a system of exhaust grilles, ductwork and roof mounted exhaust fans. The equipment appears to be original vintage and has outlived its useful service life.

2. Bathrooms:

- a. Each bathroom incorporates an exhaust grille connected to riser ducts to roof exhaust fans.

3. Gymnasium:

- a. The gymnasium has its own dedicated heating and ventilation system. The HVAC needs are met by a heating and ventilating air handling unit with a steam heating coil. The H&V unit is suspended from the gym roof structure. This unit was manufactured by Nesbitt, installed during the original construction of the school and has outlived its useful service life

4. Library:

- a. The library was furnished with a dedicated Nesbitt classroom unit ventilator, installed at the exterior wall complete with a fresh air louver with steam heating coil. The fresh air connection has an automatic damper to open when the unit is energized and closes when the unit is de-energized. The fresh air damper

operation could not be verified. This unit has outlived its useful service life and should be removed and replaced with new.

5. Cafeteria:

- a. The cafeteria is served by two (2) heating and ventilating air handling units with steam coils. The H&V units are installed in storage rooms that flank either side of the stage. These units were manufactured by Nesbitt, installed during the original construction of the school and have outlived their useful service life.

6. Boiler Room:

- a. Heat for the school is furnished by a combination of two (2) steam boilers and one (1) new high efficiency gas fired condensing boiler. The steam boilers serve the existing section of the school, while the condensing boiler serves the recently renovated section.
- b. The steam boilers were manufactured by H.B. Smith, model 440-1 Mills type each with seventeen (17) sections. These boilers were installed when the school was originally constructed and have outlived their useful service life. However, the original burners were replaced in 2007 with newer burners manufactured by Industrial Combustion. Low pressure steam condensate return to the boiler room via gravity where it is first recovered in a blow-off tank, which then drains to a condensate receiver/duplex boiler feed pump. This condensate handling equipment is original vintage, in poor condition and has outlived its useful service life.
- c. The gas fired high efficiency condensing boiler was installed in 2012 as part of the recently completed renovation project. This boiler was manufactured by Hydrotherm, model KN-20 and has a maximum output of 1,854 MBH. Based on preliminary load calculations, this boiler was sized to handle the renovated section of the school only. This boiler is in excellent condition and will provide reliable service for twenty (20) years if properly maintained.
- d. Heating hot water is circulated to the renovated section of the school by a pair of base-mounted end suction pumps manufactured by Taco, model CI2009. These pumps are controlled by variable frequency drives, which modulate the pump speed based on building load. The pumps are in excellent condition and will provide reliable service if properly maintained.

7. Automatic Temperature Controls:

- a. The renovated section of the school has been retrofitted within modern DDC controls, while pneumatic controls remain in the existing area.
- b. Control air is provided by a new duplex air compressor manufactured by Quincy. The control air is dried via a Hankinson air dryer. The compressor and air dryer are in excellent condition.

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- c. Pneumatic controls are an outmoded means of providing automatic temperature controls.

Recommendations:

1. Classrooms:
 - a. The existing classroom unit ventilators shall be replaced with new units. The new classroom unit ventilators shall be furnished with hot water coils. The new classroom unit ventilators will use the ASHRAE III cycle of operation and be controlled by new DDC controls.
 - b. The existing roof mounted general exhaust fans will be replaced with new and rebalanced as required to provide code required exhaust air flow rates.
2. Bathrooms:
 - a. The existing roof mounted toilet room exhaust fans will be replaced with new and rebalanced as required to provide code required exhaust air flow rates.
3. Gymnasium:
 - a. The gymnasium heating and ventilating air handling unit shall be replaced with a new H&V unit. The new H&V unit shall be furnished with a hot water coil, will use the ASHRAE III cycle of operation and be controlled by new DDC controls.
4. Library:
 - a. The existing classroom unit ventilator shall be replaced with a new unit. The new classroom unit ventilator shall be furnished with a hot water coil. The new classroom unit ventilator will use the ASHRAE III cycle of operation and be controlled by new DDC controls.
5. Cafeteria:
 - a. The cafeteria heating and ventilating air handling units shall be replaced with new H&V units. The new H&V units shall be furnished with hot water coils, will use the ASHRAE III cycle of operation and be controlled by new DDC controls.
6. Boiler Room:
 - a. Due to the fact that steam systems are inefficient by modern standards and are expensive to maintain, it is recommended that the existing steam boilers be completely removed along with all associated steam and condensate piping and equipment.

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- b. An additional gas fired high efficiency condensing boiler should be installed to provide heating hot water to the section of school to be renovated. This boiler will also have the added benefit of providing some redundancy and back up should a boiler be out of service.
 7. Automatic Temperature Controls:
 - a. The existing building management system should be upgraded as required to meet the needs of an educational facility. It is recommended that the existing pneumatic controls be completely removed and replaced with a modern DDC system. Any new thermostats or controls required as part of this project should also be DDC.
 8. Administration Area:
 - a. Due to the fact that the administration area is not air conditioned by a central means, it is recommended that a variable refrigerant flow (VRF) system be installed. This type of system consists of a series of ductless fancoil units served by a single air cooled condensing unit. These systems are manufactured by Mitsubishi, Daikin, and Fujitsu. VRF systems have proven to be very reliable, quiet and energy efficient.

Electrical Systems

Existing System Summary:

1. The building's 800 amp, 120/208 volt, three phase, enclosed main circuit breaker located in the Basement (room next to the transformer) is fed by three underground conduits from the pad mounted electric utility co. transformer. The transformer is fed by a primary electric service off of an electric utility co. pole. The electric utility co. meter is located on the exterior of the building. The enclosed main circuit breaker feeds the 800 amp main distribution panel MDP located in the Main Electric Room which in turn feeds panels in the room as well as other panels throughout the building. The MDP appears to be in good condition while the rest of the power distribution appears to be in original, poor condition.
2. The four zone conventional Fire Lite MS-4 fire alarm control panel is located in the Principal's Office. Zones are labeled Zone 1 Top Floor, Zone 2 Bottom Floor, and Zone 3 Service Area. One of the zones is unused. The fire alarm control panel calls the Fire Department via radio master box also located in the Principal's Office and an exterior mounted antenna. There are pull stations at egresses and entrances to Stairs.

The building appears to have complete coverage throughout as required by Code using heat detectors and smoke detectors, since the building does not have sprinklers. The Corridors have horn/strobes. A few of the Toilet rooms have strobes. Deficiencies include no horn/strobes in Classrooms and some of the larger spaces such as the Library, pull stations not at ADA heights, no fire alarm annunciators at the main entrances, no knox boxes at exterior of main entrances, most of the Toilet rooms and rooms of gathering do not have strobes, some areas do not have enough heat detectors to cover the entire room, no door holders on Corridor or Stair doors, the fire alarm system is not capable of voice evacuation, and horn/strobe coverage in Corridors does not appear to be adequate. We were not able to confirm if the elevator is equipped with elevator recall although not likely. The fire alarm system appears to be in poor condition.

Recommendations:

1. The existing electric service load should be reviewed before adding new load as the service is not that large when considering square footage of the building. It may turn out that the electric service is adequate, but due diligence should be performed. By contacting the electric utility co. and referencing the electric utility co. meter number, the peak demand on the electric service over the past year should be obtained. If the electric service were required to be upgraded, fortunately there are three conduits from the electric utility co. transformer to the enclosed main circuit breaker. The third conduit could be used to provide an upgrade to 1200 amps. A new 1200 amp main distribution panel would be required with the existing MDP being back fed at 800 amps.
2. The existing fire alarm system should be replaced with new because the existing fire alarm system is in poor condition and has many deficiencies. An addressable manual and automatic fire alarm system with voice evacuation should be provided connected to a radio master box and antenna to call the Fire Department in the event of an alarm. The fire alarm control panel should be located in the Main Electric Room or an area as so directed by the Fire Department. Remote annunciator panels should be provided at Fire Department entries, with knox boxes on the exterior of same locations. A map of the entire building should be framed and mounted adjacent to the fire alarm control panel and the annunciators. Manual pull stations should be located within five feet (5') of egresses and at entrances to Stairs. Additional pull stations should be provided as required by Code. Heat detectors should be provided in all rooms to provide complete coverage as required by Code and at the top of the elevator shaft. Smoke detectors should be provided in the Corridors, in Stairs at each floor, in the Elevator Machine Room, and at all elevator landings for early detection of smoke for recall. Speaker/strobes should be provided in the Corridors, Classrooms, Teacher Work,

Kitchen, Multi-purpose rooms, the Gymnasium, the Library, and larger spaces. Strobes should be provided in Toilet rooms and rooms of gathering. Mechanical equipment should be shut down by the fire alarm system as required by Code. Door holders should be provided on Stair and Corridor doors.

APPENDIX ii Structural Report

STRATTON ELEMENTARY SCHOOL

Arlington, Massachusetts

Renovation Study

July 31, 2014

INTRODUCTION

Foley Buhl Roberts & Associates, Inc. (FBRA) is working with Drummey Rosane Anderson, Inc. (DRA) to structurally evaluate proposed renovations and ADA upgrades to the Stratton Elementary School, located at 180 Mountain Avenue in Arlington, Massachusetts.

The building structure was reviewed at the site, during a July 11, 2014 visit. Various Architectural and Structural Drawings for the existing building (listed below) were made available, for use by the Project Team.

The purpose of this report is to identify and describe the structural systems of the existing building and to comment on the structural aspects of the proposed renovations.

AVAILABLE DOCUMENTS:

The following Architectural and Structural Drawings for the existing building were reviewed in the preparation of this report:

1960 Original Building:

- Structural Drawings (3 total), prepared by Lawrence S. Burke, P.E.; date not legible.

1966 Additions and Alterations:

- Architectural Drawings prepared Korslund, LeNormand & Quann, Inc., Norwood, Massachusetts, dated January 14, 1966.
- Structural Drawings S-1 and S-2, prepared by TIOT Engineering, Inc., Norwood, Massachusetts, dated January 14, 1966.

STRUCTURAL SYSTEMS DESCRIPTION:

1960 Original Building:

The original (1960) school building is a one and two-story, steel framed structure with steel beams and columns at the interior and perimeter of the building. The building was constructed on a sloping site (downwards, northwest to southeast). Classrooms are located in a two-story wing on the east side, at the Ground and First Floor levels. Classrooms are organized in a double loaded corridor arrangement. The classroom floor and roof framing was obscured by finishes. The Gymnasium, Cafetorium and Kindergarten wing is located on the west side of the building; Administrative Offices and the Library are located in between this wing and the Classroom wing. The roof structure in some areas (e.g. the Gymnasium) was visible, as there were no suspended ceilings. The boiler room is adjacent to the gymnasium; this is a 2+/- story high room with a mezzanine on the west side.

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Story heights in the Classroom wing are approximately 11½ feet.

Structural Bays: Typical classroom floor and roof framing spans 28'-6" to paired steel columns at the (11'-4" wide) corridor. Spans vary in the western section Gymnasium, Cafetorium and Kindergarten).

Materials: The concrete strength is 2500 psi. Steel reinforcing is ASTM A307; $f_s=20,000$ psi. Structural steel has an allowable bending stress of 20,000 psi.

Subsurface Soils/Site: There is no boring information for the original building, however, all footings are designed to bear on rock. The building was constructed on a sloping site (downwards, west to east).

Flat Roof Construction at the classroom wing consists of 3" deep, cementitious wood fiber plank (Insulrock) with steel bulb tees, supported by open web steel joists which span the classrooms in the north-south direction. Steel joists are supported by steel beams and columns on each side of the central corridor and also at the building perimeter.

Sloped Roof Construction at the Gymnasium, Cafetorium and Kindergarten wing consists of steel beams spaced at 6 to 8 feet on centers, spanning up the slope to a central ridge beam. Cementitious wood fiber roof plank with steel bulb tees spans between beams. Sloped roof construction at the original Kindergarten wing is similar.

First Floor Construction in the Classroom wing consists of a 2½" deep concrete slab on steel forms, spanning 2+/- feet to open web steel bar joists. Bar joists are supported by steel beams and columns on each side of the central corridor and also at the building perimeter.

Lowest Level Floor construction (Ground Floor level in the Classroom wing and First Floor level elsewhere) is a 4" thick concrete slab on grade. The Gymnasium Floor was constructed approximately 5'-4" lower than the surrounding First Floor areas.

Foundations are reinforced concrete walls with continuous footings at the building perimeter and spread footings at individual, interior columns.

Expansion Joints: The (east) Classroom wing is structurally separated from the rest of the building by a 1" expansion joint.

Lateral force resistance (wind and seismic loading) is (presumably) provided by frame action between slabs, beams and columns and by the exterior, unreinforced masonry walls. Interior, non-structural masonry partitions may contribute to lateral load resistance, as well.

Exterior wall construction is masonry, with brick and precast facing. There does not appear to be an internal cavity, however, weep holes were observed at the base of the brick masonry veneer. Windows in the Classroom wing were recently replaced (2011). Roof overhang/eave construction is wood.

Fire Resistance: The steel framed, floor and roof structure is classified as non-combustible construction. Floor and roof framing is typically unprotected (i.e. Type IIB construction). There are no sprinklers.

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1966 Additions:

In 1966, a two story Classroom/Playroom addition was constructed on the east side of the original building, extending the existing Classroom wing to the east. This addition is separated from the original Classroom wing by an expansion joint. An addition to the Kindergarten wing on the west side of the facility was constructed at this time as well, increasing the total gross floor area of the facility to approximately 66,000 square feet.

The Classroom/Playroom addition is a two story, steel framed structure with exterior masonry bearing walls and interior steel columns, similar to the original facility. The Kindergarten addition is an extension of the original Kindergarten wing, with a steel framed, sloping roof.

Since the 1966 additions, an elevator has been added to the building.

Story heights in the Classroom/Playroom addition are approximately 11½ feet, matching the original Classroom wing. The floor of the Playroom has been constructed approximately 6'-1½" lower than the adjacent section of the Ground Floor to provide additional ceiling height in this space.

Structural Bays: Floor and roof framing of the Classroom/Playroom addition spans 33'-10" to paired steel columns at the corridor, spaced 11'-4" apart (similar to the original, 1960 wing). The roof of the Kindergarten addition continues the slope of the original Kindergarten wing roof and is framed with steel beams spanning approximately 31 feet up the slope.

Materials: Concrete strength is 3000 psi at structural slabs and 2500 psi elsewhere. Steel reinforcing is intermediate grade. Structural steel is ASTM A36, with a yield strength of 36 ksi.

Subsurface Soils: There is no boring information available, however, the drawings indicate an allowable bearing pressure of 4 tons per square foot on natural material or on an 8 inch sand cushion over ledge.

Flat Roof Construction at the classroom wing consists of cementitious wood fiber plank (Insulrock) with steel bulb tees, typically spanning 4'-0" to open web steel joists. Steel joists span 33'-10" in the north-south direction and are supported by steel beams and columns on each side of the central corridor and by masonry bearing walls at the exterior.

Sloped Roof Construction at the Kindergarten addition consists of steel beams spaced at 6'-1" on centers, spanning up the slope and connecting to original steel framing. Cementitious fiber roof plank with steel bulb tees spans between beams.

First Floor Construction consists of a 2½" thick concrete slab on paper-backed wire mesh, spanning 2'-0" to open web steel joists. Steel joists span 33'-10" in the north-south direction and are supported by steel beams and columns at the corridor and by masonry bearing walls (presumably unreinforced) at the exterior.

Ground Floor construction at the Classroom and Kindergarten additions is a 4" thick concrete slab on grade, reinforced with welded wire fabric. To the west of the Playroom, utility tunnels have been constructed along the north and south perimeter foundation walls. As noted above, the Playroom floor was constructed approximately 6'-1½" below the adjacent section of the Ground Floor to the west.

Foundations are reinforced concrete frost walls with continuous footings at the building perimeter and spread footings at individual, interior columns.

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Lateral force resistance (wind and seismic loading) is (presumably) provided by frame action between slabs, beams and columns and by the exterior, unreinforced masonry walls. Interior, non-structural masonry partitions may contribute to lateral load resistance, as well.

Exterior wall construction is masonry, with brick and precast facing. There does not appear to be an internal cavity, however, weep holes were observed at the base of the precast panels. Windows are typically individual, single pane aluminum units. Roof overhang/eave construction is wood.

Fire Resistance: The steel framed, floor and roof structure is classified as non-combustible construction. Floor and roof framing is typically unprotected. There are no sprinklers.

PROPOSED RENOVATIONS - STRUCTURAL COMMENTS

Renovations, alterations, repairs and additions to existing buildings in Massachusetts are governed by the provisions of the Massachusetts State Building Code (MSBC – 8th Edition) and the Massachusetts Existing Building Code (MEBC). These documents are based on amended versions of the 2009 *International Building Code (IBC)* and the 2009 *International Existing Building Code (IEBC)*, respectively.

The MEBC defines three (3) compliance methods for the repair, alteration, change of occupancy, addition or relocation of an existing building. The method of compliance is chosen by the Design Team (based on the project scope and cost considerations) and cannot be combined with other methods. In this case, the *Work Area Compliance Method* (IEBC Chapters 4 through 12) is most appropriate. This method is based on a proportional approach to compliance, where upgrades to an existing building are triggered by the type and extent of work. No change in use/occupancy of the building is proposed. The proposed renovations to the Stratton Elementary School would be classified as a *Level 2 Alteration* (IEBC 2009, Chapter 7), as the work area is less than 50% of the building floor area. In addition, Section 101.10 of the Massachusetts Chapter 34 Amendments (Masonry Walls) and Appendix A1 of IEBC 2009 would not be applicable. A seismic retrofit of the building would not be required.

In a previous (2011) renovation, windows in the Classroom wing were replaced, a new membrane roof was installed in this wing, exterior brick veneer was repaired/repointed and various MEP upgrades were undertaken.

The anticipated scope of the new, proposed renovations includes the following:

Renovation Area 1 (1960 Original Building):

Renovate the existing Administration, Library, Staff and Kitchen areas to provide new Administrative Offices and improved/expanded Nurse's, Teacher Dining and Kitchen spaces. The Library will be moved to the current Playroom at the east end of the building (1966 addition).

Anticipated Scope of Structural Work:

- Miscellaneous slab on grade trenching/patching, as required to accommodate new equipment and services in the Kitchen.
- FBRA recommends that existing masonry walls that are scheduled to remain in the renovated area (a number will be removed) be anchored to the roof construction, per

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July 31, 2014

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Sections A110.2.3 and A113.1 of IEBC 2009. Note that this would be a voluntary improvement (not specifically required by the Code), in accordance with IEBC 2009, Section 707.6.

Renovation Area 2 (1966 Addition):

As noted above, the Library will be relocated to the area currently occupied by the Playroom. As this level is approximately 6'-1½" lower than the adjacent floor, a new lift will be required (currently accessed by stairs only).

Anticipated Scope of Structural Work:

- Install a new lift on the west wall of the space. Removal of the slab on grade in this area and construction of a new pit will be required. The adjacent slab on grade will need to be patched after the construction of the pit is completed. A new opening (with a lintel) in the existing (non-load bearing) masonry wall will also be required.
- There is a raised slab area (approximately 200 square feet) at the northwest corner of this space (current Storage Room), adjacent to the stair. This construction (reinforced concrete slab and walls) will need to be removed to accommodate the proposed Workroom in the relocated Library. Infilling and patching of the slab on grade in this area will be required, once the existing construction is removed.
- Openings in the masonry exterior wall along the east side of this space may be modified. As this masonry wall provides lateral stability for the building, existing openings should not be widened and new openings should not be cut, if at all possible. Modifications such as cutting down the existing window sills to create a taller window could be achieved at a reasonable cost.

Miscellaneous Renovations:

- Another lift will be installed near the entrance to the Gymnasium (the floor of which is approximately 5'-4" below the adjacent First Floor elevation). A new pit and related slab on grade removal/infill/patching will be required.
- New MEP equipment will be located inside the building; no new roof top equipment is proposed.
- Cosmetic upgrades to spaces throughout the building may be done; however, such work will not impact structural requirements/scope.

End of Structural Report

APPENDIX iii Parity Study

PARITY ISSUES

PRIORITY 1	Design Suggestions
Lobbies	New Reception Desk, Secretary Desk and casework New carpeting for Admin Area New Ceiling System, Accent Canopies, Soffits Enhancements to Waiting Area Wood Paneling/ Acoustical Paneling or Fabric Wrapped Panels
Classrooms	New Casework/ Cubbies Upgrade Desks and Chairs Light Shelves at Windows Paint Walls New Teachers Desk
Corridors	Wood Lockers with Doors Ceramic Tile accent wall, one side of corridor/ wainscot height New wood classroom doors Breakout areas
Gymnasium	New Basketball Backstops Paint Walls, Structure and Roof Deck (Ceiling) Acoustical Panels/ Tectum on Walls New Protective Wall Pads Signage/ School Logo graphics on wall/ Center Court
Cafeteria	Acoustical Partition at Stage Wood Paneling/ Fabric Wrapped Panels at Proscenium Wall Acoustical Treatment on Sidewalls (Sections of Fabric Wrapped Panels) Replace Tables with New Cafeteria Furniture

PRIORITY 2	Design Suggestions
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Stage	<p>Casework for Instrument Storage</p> <p>Upgrade Sound System</p> <p>Upgrade Stage Lighting - quasi theatrical lighting</p> <p>Paint Walls, Ceiling and Structure</p>
Toilets	New Fixtures, Partitions, Mirrors and Accessories
Stairs	Install New Railing System
Entranceway	Enhance Main Entrance, Columns, Portico, School Signage
Site	<p>Directional Signage</p> <p>Line Striping for Parking and Traffic Control</p> <p>New Timber Guardrail along Parking Lot</p> <p>Outdoor Classroom</p> <p>Landscaping</p>



CLASSROOMS



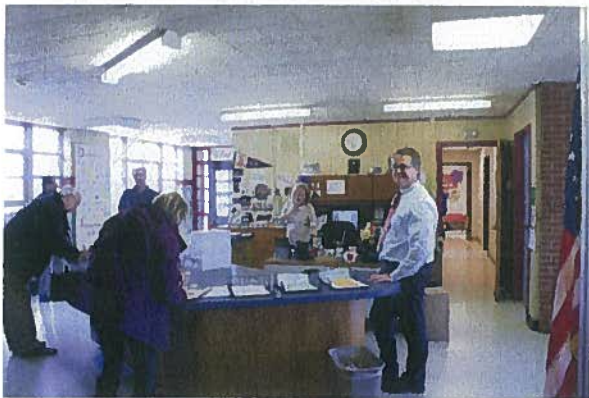
STRATTON SCHOOL



THOMPSON

- Insulated windows with light shelves.
- Linoleum tile flooring
- vibrant colors
- Casework - storage for books beneath windows
- Cubbies for Student Storage
- Contemporary furniture
- Comfortable Seating

LOBBY



STRATTON SCHOOL



THOMPSON

- Two story space - voluminous
- Open to second floor
- Sheet Vinyl Flooring
- Vibrant Covers
- New Casework, Counters, Wood Panelling
- Architectural Lighting
- Continuity to Principal Office and Work Room

CAFETERIA



STRATTON SCHOOL



THOMPSON

- Natural Light
- New and Contemporary Tables
- Recycling Kiosk
- Architectural Lighting
- Sheet Vinyl Flooring with patterns

CORRIDORS



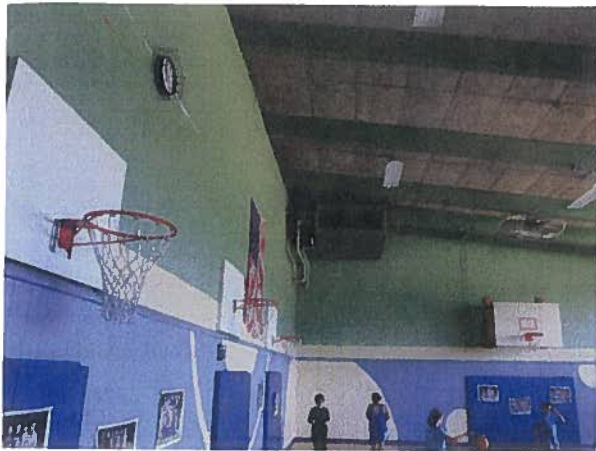
STRATTON SCHOOL



THOMPSON

- Ceramic Tile Wainscot
- Natural Light
- Break Out areas, small group areas
- Architectural Lighting
- Sheet Vinyl Flooring with patterns
- New doors to classrooms with circular windows

GYMNASIUM



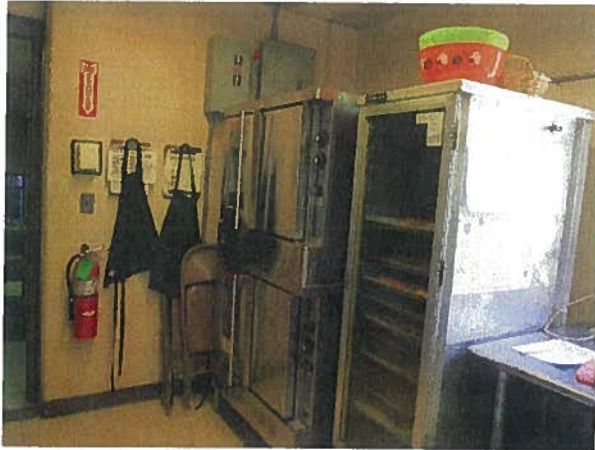
STRATTON SCHOOL

THOMPSON

- Adjustable, swing away backboards
- Better Quality, Glass Backboards
- Higher level finishes, wood panelling at stage
- More Natural Light
- Ventilation/ Destratification Fans
- Synthetic Flooring with Elementary themed striping
- Proper over-runs/ safety



KITCHEN



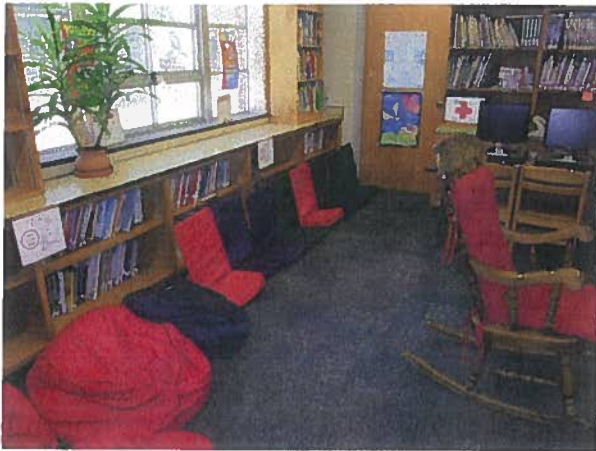
STRATTON SCHOOL

THOMPSON

- Cooking kitchen - Not warming kitchen
- Resinous Flooring
- FRP panels on walls for hygiene/ cleanability
- Adequate Storage
- Adequate Space for Food Prep



LIBRARY



STRATTON SCHOOL



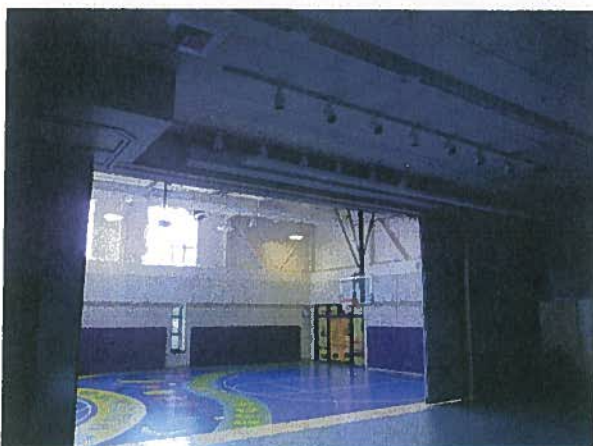
THOMPSON

- Natural Light
- New and Contemporary wood furniture
- Various area to support different activities
- Dedicated Work room and Office with Storage
- Architectural Lighting
- Reading Area
- New and Contemporary Carpet
- Acoustical Treatments

STAGE



STRATTON SCHOOL



THOMPSON

- Theatrical Lighting
- Acoustical Proscenium Partition for Simultaneous use
- Stage Used for Musical Program
- Casework for Instrument Storage

STAIRS



STRATTON SCHOOL



THOMPSON

Ceramic Tile Wainscot
Rubber Treads and Risers
Compliant Handrails and Guardrails

BATHROOMS



STRATTON SCHOOL



THOMPSON

Colorful Tile Pattern
Natural Light
Handicapped Accessible space and fixtures
Contemporary Sinks with Low fixtures and metering faucets

EXTERIOR BUILDING



STRATTON SCHOOL



THOMPSON

Sun Shades and Light Shelves
Articulated Entrances
Landscaping

SITE



STRATTON SCHOOL



THOMPSON

Landscaping
Play Structures
Site Benches
Signage

APPENDIX iv Assessor Report

APPENDIX v Photographs



Existing Front Entry



Existing Roof - View looking toward elementary wing existing built up roofing to be replaced with built up insulation and membrane system



Existing Storefront and Curtainwall window systems to be replaced in Elementary Wing with new energy efficient windows.



Existing Windows to be replaced in Elementary Wing with new thermally broken windows with insulating glass



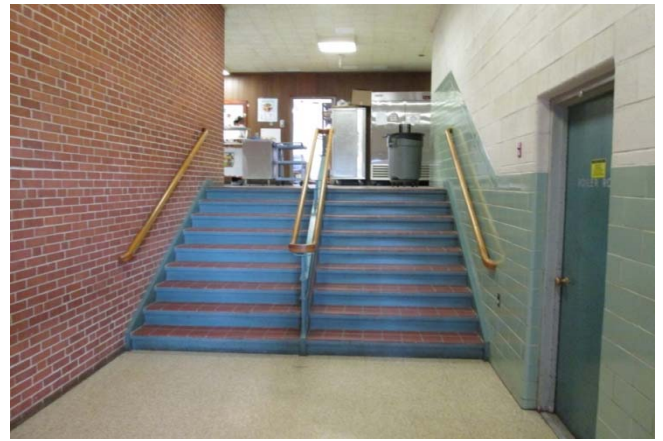
Existing Foodservice line currently occupies space in the Cafeteria Corridor due to limited kitchen space.



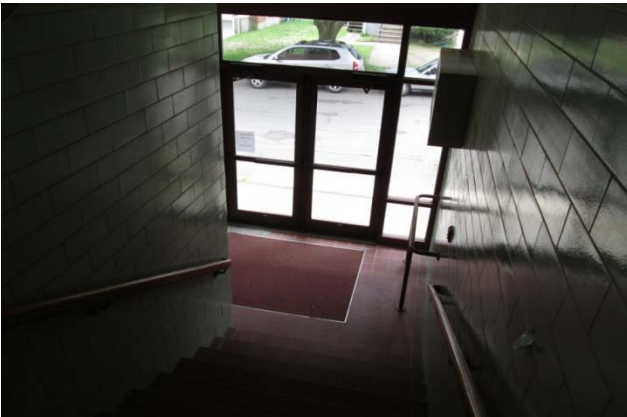
Existing Foodservice line currently occupies space in the Cafeteria Corridor due to limited kitchen space.



Existing Cafeteria to receive restoration to finishes and address accessibility issues to stage.



Existing Stair to Gymnasium and Boiler Room to be reconfigured and equipped with a new wheelchair lift.



Existing Stair A new wheelchair lift to access new Media Center will be required, location to be determined.



Existing After School Program Area to be converted to new Media Center.



Existing After School Program Area to be converted to new Media Center.



Existing After School Program Area to be converted to new Media Center.



Town of Arlington, Massachusetts

3.3 Develop a plan to increase structured common planning time for teachers and implement to the extent possible in 2014-2015.



Town of Arlington, Massachusetts

3.4 Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years to be presented to the School Committee by June 2015.

ATTACHMENTS:

Type	Description
☐ Reference Material	MSBA SOI for AHS
☐ Reference Material	Enrollment growth
☐ Reference Material	Space Issues Population & Enrollment forecasts
☐ Reference Material	Arlington Study Report 9 24 2015 updated

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2015 Statement of Interest

Thank you for submitting your FY 2015 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- ▮ **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - ▮ For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- ▮ **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - ▮ Regional School Districts do not need to submit a vote of the municipal body.
 - ▮ For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- l If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- l If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact Diane Sullivan at 617-720-4466 or Diane.Sullivan@massschoolbuildings.org.

Massachusetts School Building Authority

School District Arlington

District Contact Diane Johnson TEL: (781) 316-3511

Name of School Arlington High

Submission Date 3/23/2015

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA. If Priority 1 is selected, your Statement of Interest will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system.

Chief Executive Officer *

School Committee Chair

Superintendent of Schools

(signature)

(signature)

(signature)

Date

Date

Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Arlington

District Contact Diane Johnson TEL: (781) 316-3511

Name of School Arlington High

Submission Date 3/23/2015

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☐ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☐ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☐ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Renovation/ Addition

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: Arlington High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 15 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? YES

If "YES", please describe in detail, including specific examples of the overcrowding.

Over 27% of core classes (ELA, Math, History, Foreign Language) have 25 or more students. Because of scheduling and staffing constraints, larger classes cannot always be located in larger classrooms, so they are held in classrooms too small for the number of students.

The odd shapes, physical obstructions and small square footage of classrooms require desks to be placed close together so students can see the board, which makes it difficult for students to be seated.

From the HMFH report:

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

As described by one teacher:

The columns create a "challenge." It is because of them that a ceiling-mounted projector cannot be installed and used in her classroom. Therefore she needs to write much more on the white board, having to do and undo information throughout the period. This results in loss of teaching and learning time; she estimates it costs them two to three minutes every class period, this in turn results in 8 - 12 hours per school year.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces,

see Appendix C.

Has the district had any recent teacher layoffs or reductions? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does Not Apply

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

Budget bottom line is voted by School Committee in early January, Superintendent's proposed budget is submitted to School Committee in early February, budget hearing is held end of February, budget voted by School Committee early March, Town Finance Committee holds hearing in late March, Town Meeting approves budget during spring Town Meeting, beginning at end of April and continuing until concluded. There have been no overall budget reductions since FY11.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Arlington High School is a sprawling complex that has been built up over the past century. The original 6-story building, now Fusco House, was built in 1914, and now houses classrooms as well as “The Pit,” Old Hall and some offices. The steepled Main Office section was added in 1938, as was Collomb House. These now house the science labs, classrooms, the media center and part of the preschool. Lowe Auditorium, the Blue Gym, the offices and cafeteria, and Downs House (also containing classrooms) were all built in the 1960’s. The Red Gym and the Links Building (with some special education classrooms) were part of the only significant renovation of the buildings. This renovation started in the late 1970’s and was completed in 1981. It also included some window upgrades and space reconfiguration.

Given the age of the buildings, Arlington has focused on keeping the buildings safe and secure for students and faculty. However, addressing areas of concern is an ongoing and ultimately losing process, particularly with exterior masonry. As the On-Site Insight report points out, many systems have reached the end their useful life, and are due for major repairs or replacement.

From the HMFH Report:

A thorough renovation-only of the facility would include (and in part has been identified in the On-Site Insight report as attached):

- Mechanical systems replacement
- *Electrical system upgrades including an increase to the quantity of power outlets (need to eliminate the extensive use of extension cords)
- Light fixture replacement
- *Plumbing upgrades and/or replacement, including fully modernized and accessible toilet facilities, and an increase in quantity of locations and fixtures
- *Solve the water infiltration issue
- *Security upgrades
- *Technology upgrades and integration, including wireless service
- *Audio/visual systems upgrades, including new PA system, simulcast ability, telephones throughout the school, sound systems at Auditorium and Gymnasium, and Auditorium/Stage lighting
- Hazardous material abatement
- Roof replacement
- Exterior door replacement and *tie-in to the security alarm system
- Exterior window replacement
- Finishes replacement including: -flooring (abate and remove remaining vinyl asbestos tile (VAT), replace all with new)
- *ceiling treatment (provide with high acoustic and reflectance quality)
- *wall surfaces (provide durable protection, paint all)
- fixed casework (*include upgrades to plumbing as appropriate)
- *teaching surfaces (white-boards and tack-boards)
- *auditorium seating (replace and provide accessibility)
- corridor lockers and athletic lockers
- *athletic locker room upgrades
- *Accessibility upgrades throughout
- Three new elevators

*Note: these are not included in the scope (or they are minimally included) outlined in the On-Site Insight report.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

400000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Arlington High School is a large complex (nearly 400,000 square feet) centrally located in the community on a four acre site. Its main façade fronts onto Massachusetts Avenue, set back from the road by a green space with mature trees. At the rear of the complex are several athletic fields (baseball, softball, football, and track and field).

Although there are no other structures, there are other programs that occupy the high school beyond those that serve the high school directly. There are town offices, including facilities and custodial offices, Arlington's inclusion preschool program, the school district's administrative offices, and the LABBB Collaborative Program. All told the approximate square footage usage is as follows:

Town Use 6,800 SF

School/Town Facilities 4,600 SF

Pre-School Program 16,600 SF

School District Use (includes METCO Program) 16,700 SF

LABBB Collaborative Program 9,900 SF

Community/ School Storage 10,300 SF

There are also several site-related environmental issues that would impact any renovation plans:

1. Underground culverted stream (Mill Brook) running west to east at rear of AHS complex.
2. Peirce Athletic Field built over heavy metal waste site. Site was contained and is beneath a barrier.
3. Evidence of perchloroethylene (PCE) contamination* of groundwater near and/or under AHS complex. Two rooms in the basement (Rm 105 & old Auto Shop) are closed pending PCE mitigation because of elevated air sample levels.

*http://www.arlingtonma.gov/Public_Documents/ArlingtonMA_Health/MassDEP_AHS_PCE_Report_8_22_11.pdf

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

869 Massachusetts Avenue, Arlington, MA 02476

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Excerpts from On-Site Insight report:

Arlington High School, located at 869 Massachusetts Avenue in Arlington, MA, is a sprawling facility that was built in several stages. The original buildings date to the early 19th century and are referred to as the Old Buildings (buildings "A" & "B"). These buildings retain historic details common in that era; specifically a tall clock steeple, columned classical entry façade, and slate roof. The so called Freshman Building [Downs] was added in the early 1960s. During the 1980s all of the buildings were connected to form a large interior courtyard.

The buildings are predominantly clad in brick masonry; the Connector section (built in the early 1980s) is clad in colored and textured concrete masonry units. A section of the roof at the Old Building (Bldg B) is pitched and covered with slate shingles. This section also features a wood framed and clad clock steeple and a classically detailed entry portico. The Connector section has roof areas covered with standing seam metal roofing. The remaining areas have generally flat roofs covered with recently installed white T.P.O. (thermoplastic polyolefin) membrane roofing system. Windows are believed to date from the 1960 and 1980 expansions. Water is infiltrating through the floor of the Old Buildings mechanical room

concrete floor slab. Several sections of masonry and wood stair sets were observed at the high school. The concrete and granite stair sets vary in age and condition. A pressure treated wood stair set is located at the cafeteria courtyard. It is in fair condition. There is a mix of wood and glass, aluminum and glass, sliding glass, and flush panel metal doors throughout the facility. Exterior doors are believed to date from the 1960 and 1980 expansions, and show signs of heavy use. Evidence of repairs (frame reinforcement, added hinges) was observed on many.

Recent repointing and water proofing work was performed on a portion of the facility. Some deterioration noted, peeling paint observed on trip, soffits and fascia on older parts of the building. A painted wood faux balcony accents the main entry of the high school in poor overall condition, with sections of deterioration noted. There are approximately 17 wall mounted LED and HID security flood lights located around the facility of various ages and conditions. Windows are a mix of wood, steel, and aluminum framed models believed to date to the 1960 and 1980 expansions, all exceeding their expected useful service life.

Additional Comments:

The Links Building is elevated, with no insulation beneath. In other parts of the facility there are gaps around the windows, which are unable to be caulked effectively and allow air infiltration. The older windows, damaged exterior doors and uninsulated brick masonry throughout the complex combine to create a very inefficient thermal envelope. This leads to problems with climate control inside the school, as well as high heating bills.

Exterior walls are not seismically reinforced to conform to current codes.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find exact source. Issues associated with water penetration will likely worsen over time.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 1978

Description of Last Major Repair or Replacement:

Part of most recent renovation and upgrade, re-pointing and re-mortaring as needed.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 7452

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
slate

Age of Section (number of years since the Roof was installed or replaced) 80

Description of repairs, if applicable, in the last three years. Include year of repair:

n/a

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 10722

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
metal standing seam

Age of Section (number of years since the Roof was installed or replaced) 37

Description of repairs, if applicable, in the last three years. Include year of repair:

minor repairs to attached gutters

Roof Section C

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 79278

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

TPO membrane roofing

Age of Section (number of years since the Roof was installed or replaced) 15

Description of repairs, if applicable, in the last three years. Include year of repair:

n/a

Roof Section D

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 25092

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

TPO membrane roofing

Age of Section (number of years since the Roof was installed or replaced) 9

Description of repairs, if applicable, in the last three years. Include year of repair:

n/a

Roof Section E

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section F

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section G

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section H

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section I

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Age of Section (number of years since the Roof was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof Section J

Is the District seeking replacement of the Roof Section?

Area of Section (square feet)**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))****Age of Section (number of years since the Roof was installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section A****Is the District seeking replacement of the Windows Section? YES****Windows in Section (count) 371****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

steel/wood framed double hung and casement style windows, no double glazing

Age of Section (number of years since the Windows were installed or replaced) 53**Description of repairs, if applicable, in the last three years. Include year of repair:**

minimal repairs

Window Section B**Is the District seeking replacement of the Windows Section? YES****Windows in Section (count) 565****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

aluminum frame fixed panel and awning style windows

Age of Section (number of years since the Windows were installed or replaced) 36**Description of repairs, if applicable, in the last three years. Include year of repair:**

minimal as needed

Window Section C**Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section D****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section E****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section F****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section G**

Is the District seeking replacement of the Windows Section?**Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section H****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section I****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****Window Section J****Is the District seeking replacement of the Windows Section?****Windows in Section (count)****Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))****Age of Section (number of years since the Windows were installed or replaced)****Description of repairs, if applicable, in the last three years. Include year of repair:****MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).**

Please see the On-Site Insight Capital Needs Assessment, completed in August 2013, for detailed information about issues and needs in mechanical and electrical systems. Portions are excerpted below.

From On-Site Insight Report, systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (most boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- Power wiring throughout complex (many classrooms have only one outlet, some have none, wiring inadequate for load)
- All exterior doors, all windows, steeple and balcony
- All interior fire doors, interior steel doors, vinyl tile throughout complex
- Auditorium heating, ventilation and air conditioning system
- Elevator (undersized, and only one for entire complex)

The two central mechanical rooms contain the heating systems. The domestic hot water (DHW) systems are located in separate areas of the facility. The heating system consists of four, gas-fired steam boilers. The condensed (spent) steam is returned to the boilers via a main condensation receiver and several small receiver stations. The DHW system features two gas-fired boilers and one large storage and two smaller storage tanks. The heating systems are controlled by an antiquated pneumatic control systems and compressed air operated steam valves. Compressed air for this system is supplied by two air compressors, one of which was recently replaced. Several sections of the facility are heated using hydronic heat that is created by passing boiler steam through an array of heat exchangers. Hydronic heat circulation is achieved by several base-mounted pump assemblies.

The major building systems include security, fire suppression, heat/ventilation systems, air conditioning, stale air exhaust equipment, emergency egress lighting, fire/smoke detection and notification system, and elevator. The high school features and extensive closed circuit television system (CCTV) for security monitoring. The high school features a limited, street pressure, fire sprinkler system for fire suppression. Classrooms are heated and ventilated by exterior wall mounted ventilators which have exceeded their expected service life. Selected areas of the school building are air conditioned using split-system air conditioners with a SEER rating of 10. The gymnasiums and locker rooms are ventilated and heated by interior mounted, steam heated, air handler units, which have exceeded their expected service life. Several section of the Old Building (A & B) feature "J. C." roof mounted, hydronically heated, makeup air units which have exceeded their expected service life. An array of roof mounted exhaust fans remove stale air from the building, about half of which have been recently replaced. The electrical distribution system of the high school varies widely in age, manufacture, and condition. The emergency egress lighting is a mix of wet and dry cell battery powered fixtures, varying in age and condition. There are three smoke/fire detection systems at the facility, all recently replaced. There is one hydraulic elevator which serves all floors of the facility. The elevator is located in the oldest (A) building.

Please see the On-Site Insight report for greater detail.

From HMFH Report:

The complex has just one, antiquated elevator and for a school building of this size, it does not provide adequate and equal accessibility, in that it is not convenient for the intended users and it does not provide access to all of the building's floor levels.

Additional comments:

There is a lack of outlets in the Downs Building, leading to the use of extension cords. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.

Univents in the Downs Building need to be replaced as they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.

Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. Fortunately, there have been no injuries due to steam.

Only the high school and central administration areas, and the computer rooms, have air conditioning.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 25

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 50

Description of repairs, if applicable, in the last three years. Include year of repair:

ongoing maintenance typical of their age

Boiler Section 2

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 25

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 50

Description of repairs, if applicable, in the last three years. Include year of repair:
ongoing maintenance typical of its age

Boiler Section 3

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 4

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 5

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 6

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 7

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 8

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 9

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Boiler Section 10

Is the District seeking replacement of the Boiler?

Is there more than one boiler room in the School?

What percentage of the School is heated by the Boiler?

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Age of Boiler (number of years since the Boiler was installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2013

Description of Last Major Repair or Replacement:

Administrative 6th floor had replacement of 15 window unit air conditioners replaced with centralized, energy efficient system.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 1978

Description of Last Major Repair or Replacement:

No major upgrades since last renovation.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

From On-Site Insight report:

Interior walls include painted CMU, glazed facing tile, and painted gypsum wall board (some with metal sheathing to limit damage).

Interior spaces include hallways, classrooms, support learning areas; cafeteria and commercial kitchen; two gyms, weight room and locker/shower facilities; auditorium and stage area; school offices, school department offices, and restrooms. Most these areas have vinyl composite tile (VCT) flooring. With the exception of approximately 2%, which has been recently replaced by the maintenance staff, the VCT has exceeded its expected useful service life. Many worn areas were observed. Most of the interior fire doors are failing in that hinges have been replaced a number of times and the doors are now dragging and will not provide protection they were originally intended to provide. The interior lighting was upgraded, in phases, to all fluorescent fixtures in the past. The fluorescent lighting is a mix of different ages and bulb types. Metal recessed lockers throughout the hallways of the school's buildings, varying widely in age and condition. Stairs are covered with rubber flooring and treads in various conditions. Doors are double metal fire rated types in various conditions. Classrooms vary in size and use. Floors are VCT and the walls and ceilings are painted surfaces. Each classroom has a set of wood cabinets and shelving. Science and technology classrooms also feature furnishing specific to their individual needs. The Auditorium features acoustic wood paneled walls and some small areas of painted drywall; the ceiling is a painted surface. Flooring is a mix of replaceable wood stage paneling (considered an operating expense), carpeted aisles, and sealed concrete (under the seats). Restrooms feature painted walls and ceilings, ceramic tile floors, and standard institutional grade fixtures. Portions are aged metal types in poor condition. Some partitions have been replaced with heavy duty PVC paneling. Fixtures and accessories have been replaced on an as needed basis.

Additional Comments:

There are an insufficient number of restroom facilities for the population size. The auditorium lacks handicap-accessible seating and nearby handicap-accessible toilets can only be accessed by passing through multiple fire doors. Plaster on the auditorium ceiling has fallen down on two occasions.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current programs offered and grades served, and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Arlington High School offers a rigorous academic program with options for all students. Graduation requirements include four years of English, three years of Math, Science, History / Social Studies, and PE/Health, one year of Fine Arts, two years of a Foreign Language, and 40 hours of Community Service.

Class work is student-centered and staff work hard to ensure students leave with strong teamwork skills, well-developed oral presentation skills, and high mastery of individual content areas. Students are expected to utilize current technology (PowerPoint, Excel, etc) in their school work. All Science courses have labs incorporated into the curriculum. AHS partners with Syracuse University's Project Advance Program in a dual enrollment Economics course.

The school complex has significantly changed since the first building was constructed in 1914. Nearly 100 years of expansion, additions, and re-configurations have resulted in layers and layers of re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today's teaching methods.

Following are some of the programmatic constraints of the facility:

- The Media Center/Library has been divided in half to accommodate academic support rooms, a music classroom and a substantially separate Special Education classroom.
- Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
- Undersized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
- The facility impedes technology implementation; particularly for WIFI and ceiling mounted projectors.
- Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers from simultaneous use of projection and computer equipment.
- Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
- Two rooms in basement (old Auto Shop and one classroom) are closed due to environmental concerns (PCE). These rooms provide the only access to the courtyard garden, and thus limit environmental studies offerings.
- The Visual Arts Department lacks a studio, and classrooms are too small to provide storage for projects such as clay and sculpture, constraining art offerings.
- Inadequate classroom space impedes the ability to provide sufficient support services.
- Inadequate small group meeting spaces hinder the ability of student groups and teachers to collaborate.

Arlington's state mandated inclusion preschool resides in the high school. Its space has limitations:

- Poor classroom configuration obstructs collaboration and service delivery.
- Tiny therapy rooms lack windows.
- Building structure is not designed for preschool uses (sizes of bathroom fixtures, shared entrance).
- Preschool classrooms are not adjacent to each other.

From HMFH report:

The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to

discuss interdisciplinary teaching plans and the students in their charge.

Following are the presently known missing and/or inadequate educational spaces:

- Science: additional classrooms and specifically Biology classrooms
- A flexible modern library “learning commons” to serve as central meeting, collaboration, study, support, and presentation space
- Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
- Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- Visual Arts: a dedicated studio arts space
- Physical Education: Health classroom and Dance studio
- School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Only 23% of general classrooms meet the minimum MSBA size requirement of 825-950 SF. 20% of all classrooms are irregular shaped and/or have obstructions, conditions which negatively affect teaching and pose safety and accessibility concerns. Science labs are undersized, averaging 1,000SF.

The Media Center/Library is centrally located within the complex and is comprised of multiple sections: a 1000 SF hallway, two “open concept” class/lab spaces, a teacher resource room, and other work space. Due to its location, and as a result of the facility's convoluted hallways and stairwells, it is used as a pathway to get from one place to another. This traffic causes severe disruption, but there is no better way to configure the area. The Media Center is divided into multiple spaces without clear lines of sight. There are no areas with sound containment for classes or small group meetings.

From HMFH report:

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

The obstructed and irregular shaped rooms make up 20% of the teaching spaces. For a diagram showing these spaces,

see Appendix C in the Analysis of Programmatic Needs.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today's technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today's high school requires:

- Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
- Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve ("block walls, block signals").
- Telephones: for security, telephones are required in every teaching space.
- PA system: the current system is outdated, does not access all of the building, creating a safety risk, and is extremely jarring to the occupants.
- Sinks and eyewash/ shower stations: a sufficient quantity of sinks, appropriately located, is required for sanitary, safety, and project-based learning; operating eyewash/ shower stations are required at all Science classrooms.
- Flexible, movable furnishings: Science classroom furniture is bolted to the floors creating a rigid and often inappropriate classroom layout.
- Audio/Video space: access to learning and using today's current technologies is essential for the high school student.
- Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading
- Spaces for small, pull out services for Special Education

CAPACITY and UTILIZATION: Please provide a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Currently the high school has an enrollment of 1294, which is expected to reach 1684 by 2025, an increase of 30%. This enrollment growth projection is based on both existing students currently in our schools and very young children presently living in town. We have seen the entire district grow at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the high school.

Based on existing students, there are already scheduling difficulties and an inability to match size of class and classroom. In 2014-15, the high school hired an additional four teachers, further increasing utilization rates and scheduling pressures. The school plans to hire at least one additional teacher, and possibly more, in 2015-2016.

Classrooms in each department are utilized all class periods in order to provide additional sections to help reduce class sizes. Some classrooms have been divided in half to create more classroom spaces. For example, in the World Languages Department, one divided classroom of approximately 400 square feet currently hosts classes of 25 students. Many non-traditional classroom spaces have been converted for student use, including: the choir room (occupying backstage area of theater), band room (formerly a classroom), Media Center/Library (divided in half for use as classrooms such as Learning Center, Music Technology, Transition Program, Special Education), and a storage room that was converted to a classroom.

There is no space in the high school large enough to meet with the entire student population; the auditorium seats approximately 900 and the gyms are not large enough to seat all students. Similarly, the only meeting space large enough for the entire faculty to meet and work together is the cafeteria, which is not conducive for that purpose. The facility houses Arlington's state-mandated inclusion preschool. This program is also a lab for the high school's academic program that offers courses in early childhood development.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate

burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

The space occupied by various Town offices (Retirement, Information Technology, Building Maintenance) is not felt to be appropriate for classroom use due to its limited size, lack of accessibility and lack of natural light.

From the HMFH report:

Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Small-group rooms and break-out spaces allow for differentiated instruction; currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of spaces for support services such as guidance and special education.

The high school is already experiencing overcrowding in the classrooms and it does not have sufficient classrooms for the number of teachers in the building. As the number of teachers is expanded to respond to very large class sizes, it will increasingly be difficult to schedule classes into existing classrooms, some of which are already booked for every period. Support services, such as toilet facilities, shared storage rooms and faculty workrooms are few and far between, which has a significant impact in a building of this size.

Additionally, student services such as guidance, social work, METCO program, and administrative oversight, would benefit from an analysis identifying their best locations. In some instances they need to be readily accessible throughout the building while in others, for privacy and comfort, need to be a bit more tucked away.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Maintenance Department consists of a Supervisor, three carpenters, two electricians, one plumber, and two construction/handymen. Job requests are submitted and managed via an electronic help desk. This Maintenance Department is responsible for both the Town and the School District.

Capital requests come from facilities studies, Department Directors and the Superintendent of Building Maintenance. Projects include roofs, boilers, flooring, doors, construction infrastructure projects, security upgrades, heating and ventilating equipment replacement, etc.

The School Maintenance Department has preventative maintenance programs in place for boilers, ventilation systems, fire alarms, fire sprinklers, elevators and roofs.

The Town Manager is responsible for submitting a five-year capital plan to the Selectmen each year, with input from the schools and other departments. The goal of the Capital Planning Committee is to provide a means of planning for the maintenance and/or improvement of the capital assets and infrastructure of the Town.

The following is a summary of some of the projects done to keep the building in working order:

Fire Protection and Security: Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer.

Building Security: The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exiting is the only requirement. This reduces attempts at break-ins.

ADA Compliance: In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

Hazardous Materials: The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope: Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical: Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

HVAC: In addition to replacing two of the four boilers in the building, a \$100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

The NEASC letter of September 2013 cited the following facilities issues when it put AHS on warning status:

Curriculum-related:

- the negative impact of the facility on the delivery of the school's written curriculum
- the insufficient number and size of general classrooms and art classrooms
- the layout and design of classrooms with columns and posts that limit students' vision and obstruct their movements
- the insufficient size and design of science labs
- the need for the increased availability of a full range of technology

Community-resource related:

- the school site and plant that minimally support the delivery of the school's high quality educational programs and services
- the poor condition and lack of cleanliness of the building
- the lack of handicap access and egress to the facility
- the lack of ADA compliance in the auditorium and in "the pit"
- the closure of a classroom due to environmental concerns
- the worn, broken, and poor condition of desks and tables, and lab supplies that are not up to current standards

From the NEASC Report:

Arlington High School is a complex of three buildings. The space for programs and services is crowded and show signs of age, wear, and inadequate maintenance. There is insufficient classroom and lab space to support the curriculum. Quality instruction is being delivered by teachers in spite of the impediments of a crowded and deteriorating building. Although students and teachers have pride in the programs at AHS, the advanced age of the building shows significant signs of wear and tear. Science labs are not sufficient in size or design for some classes that have larger enrollments. Columns and posts in rooms obstruct student vision and movement. Media center renovations have created a space for student collaboration and the use of technology and the facility is used extensively before, during and after school. The school has significant gym and workout space with a variety of programs available. Classrooms are insufficient in number and size especially in science and art classrooms, where class size exceeds the number of available stations in some classrooms. Students are able to achieve educational goals and objectives in spite of a facility with significant needs.

Deficiencies in science laboratory safety, handicap entrance and egress, and fire drill procedures exist as a part of the physical plant. Science laboratories either have no or limited access to eyewash stations/ showers or eyewash stations/ showers that have no documentation of inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From the HMFH report:

We have identified existing space deficits, including size, quantity, configuration, obstructions, technology and other necessary features, and location within the school building. What has not been identified are the additional educational spaces required to continue to allow Arlington High School to achieve excellent academic results:

- Science requires: additional classrooms and specifically Biology classrooms
- A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space.
- Culinary Arts requires: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- Special Education requires: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more

secure counseling spaces

- Music requires: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- Visual Arts: a dedicated studio arts space
- Physical Education requires: Health classroom and Dance studio
- School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom
- An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

Priority 3***Question 2: Please describe the measures the district has taken to mitigate the problem(s) described above.***

Since the time of this report, we have been able to fill the Day Custodial Supervisor position (which at the time of the NEASC visit had been vacant for five months) and we have added a Night Custodial Supervisor position as well. The strengthening of oversight in the custodial area has made tremendous improvements to the cleanliness of the high school, and in fact raised the bar on the cleanliness of the district as a whole.

Additionally, school administration and School Committee have been working with Town officials and volunteers through the Capital Planning Committee, the Long Range Planning Committee, the Finance Committee and other groups to raise awareness of the need for radical improvement to the high school facility. A capital needs assessment was commissioned and completed by On-Site Insight to evaluate the purely physical needs of the high school complex. HMFH was also engaged to work with the high school faculty to develop a concise statement of programmatic needs. It was widely felt that both of these reports would aid the School Department in gaining community awareness and support for a much needed project, in advance of a formal application to the MSBA.

Priority 3

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem(s) identified.

From NEASC Report:

The size and number of classrooms is insufficient. The condition of the facilities limits the staff's ability to implement the curriculum. Columns and posts in rooms obstruct student vision and movement. Science labs are not sufficient in size or design for some classes that have larger enrollments. Deficiencies in science laboratory safety and handicap entrance and egress exist in the facility. Science laboratories either have no or limited access to eyewash stations/showers or eyewash stations/showers that have no documentation of current inspection. Gas shutoffs are not located within each room and safety equipment such as fire blankets is missing. Handicap entrance and egress is inadequate for the building, and facilities such as the auditorium and "the pit" are not up to current ADA requirements.

From HMFH Report:

The school programs are currently arranged departmentally and, due to the overall size of the facility, some of the programs are at a great distance from one another, creating silos and inhibiting communication and collaboration between the educators. (For a diagram of the program layout, see Appendix C.) Teaching and learning have changed significantly in the past two decades, let alone the last ten decades, collaboration is essential today. Teachers need to be able to meet to discuss interdisciplinary teaching plans and the students in their charge.

Over the years, spaces have been repurposed, re-invented, re-configured, expanded, and divided. Every school year walls are added and taken down; what may have been a right-size classroom one year then becomes two undersized classrooms the next school year. The MSBA guidelines provide for general classrooms sized between 825-950 square feet. Of all the general classrooms in the high school, only 23% meet the minimum of this guideline. Further, the majority of the specialty classrooms do not meet the guidelines. Science rooms are greatly undersized; the average room is 1,000 square feet; per the guidelines the rooms should be 1,440 square feet and this is with an assumed maximum enrollment of 23 students per class; 40% of science classes exceed 23 students, with many classes in the range of 28-30. In the case of the Science program, the undersized rooms are more than crowded, they are unsafe. Science lab experiments require space and free circulation to ensure safe procedures; the high school labs do not have enough space to provide this. The only way to alleviate the overcrowding within the current science classrooms is to provide additional classrooms.

In addition to the undersized spaces causing overcrowding difficulties, there are many classrooms with physical obstructions that hinder the ability of the teachers to teach and the students to learn. There are large columns in six classrooms, another four classrooms have been divided (out of necessity) into irregular shapes, meaning that students cannot see the front marker board and the teacher cannot see some students. A classroom was divided into two, but it is not acoustically separated, making teaching and learning difficult in the two areas. These conditions inhibit different modes of teaching and learning.

There are many features that are necessary to support high school education, many of which did not exist when the school (and its additions) was constructed. Accessing today's technology is essential for teachers and students. The following are a number of the key education-related and learning-environment related features today's high school requires:

- 1 Ceiling-mounted projectors: the columns in some classrooms do more than disrupt sightlines; they hinder the ability to utilize this essential teaching tool. In addition some ceilings are designed in such a manner that it is not feasible to mount a projector or wire the classroom appropriately for such devices.
- 1 Wireless access: the physical construction of the buildings hinders wireless access and requires a more costly solution to achieve ("block walls, block signals").

- 1 Simulcast ability: the ability to broadcast to multiple areas of the building creates wide-reaching opportunities for learning.
- 1 Audio/Video space: access to learning and using today's current technologies is essential for the high school student.
- 1 Electrical outlets: an increased access to electrical power is necessary; currently many extension cords and power strips are being used creating unsafe conditions leading to shortages in the system.

Please consult the full attached reports for greater detail which support the NEASC Recommendations, which include:

- 1 Develop and implement a long-range plan, with a timeline for completion and a source of funding, to completely address school facility needs.
- 1 Address overcrowding in classroom settings in which the use of lab and studio equipment presents potential safety hazards.
- 1 Address all health and safety issues including science labs, egress plans for evacuation, and handicap accessibility.

Please also provide the following:

Name of accrediting entity (maximum of 100 characters):

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC. COMMISSION ON PUBLIC SCHOOLS (NEASC)

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

3

If "WARNING", indicate the date accreditation may be switched to Probation or lost: 10/1/2014

If "PROBATION", indicate the date accreditation may be lost:

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:

4/7/2013

Please provide the date of the follow-up accreditation visit: 10/1/2014

Are facility-related issues related to Media Center/Library? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: NO

Please describe (maximum of 100 characters).:

Priority 4

Question 1: Please describe the conditions within the community and School District that are expected to result in increased enrollment.

Based on a five year weighted average to measure continuity rates from grade to grade, the Arlington Public Schools are anticipating significant space pressure at both the middle and the high school buildings. Since 2000 the district has grown 28%, from 4165 to 5326 students. Much of this growth has been concentrated at the elementary level. Projecting forward in time while using current continuity rates, high school enrollment of 1294 is projected to rise to 1430 in five years and 1684 in ten years. At the same time, enrollment at the Ottoson Middle School is projected to rise from the current level of 1125 (above the design capacity of 1050), to 1303 in five years and 1490 in ten years. These enrollment growth projections are based on existing students currently in the schools and very young children presently living in town. The entire district has actually grown at or above 2% in four of the last six years. Should growth continue at that pace, it will exceed these projections and place even more enrollment pressure on the district.

Please see the attached Enrollment Projection spreadsheets.

Priority 4

Question 2: Please describe the measures the School District has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Arlington has experienced steadily increasing enrollment at all grade levels since 2000. To alleviate space needs at the high school, and to improve conditions for Arlington's state-mandated inclusion preschool, efforts were made to design a suitable early childhood space during the reconstruction of the Thompson School. Unfortunately, size constraints of the site and available funding from the Town made this impossible. The preschool is currently housed in the high school, in a space not well designed to accommodate a preschool's needs, nor able to provide the needed additional space as the program continues to expand.

At the elementary level, although our newest school was built with a larger capacity to help absorb the influx of new elementary students, the Thompson school is presently enrolled above its design capacity. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools and redistribute it more evenly. The creation of buffer zones allows district administration to have some ongoing flexibility in the allocation of students in the future.

As this much larger elementary population ages up, the district expects overcrowding at both the middle and the high school. The middle school is already over its design capacity of 1050 students, and is expected to reach 1430 in five years. However, of the two buildings, the high school is in much greater need of a thorough renovation and reconstruction. It is also situated on a larger parcel of land. One possible solution to enrollment pressure in both places would be to create an eighth grade academy within a reconstructed high school. Moving the eighth grade class out of the middle school would reduce the enrollment to slightly below the middle school's design capacity for the foreseeable future without the need for further expansion on a very space-limited site. Another option for reducing enrollment pressure at the middle school or high school might include temporary classrooms until additional classrooms can be built later, if necessary.

Additionally, the high school continues to examine and implement innovative programs, some of which can help mitigate burgeoning student enrollment. On-line courses, internships, capstone projects and an alternative high school program to be offered off-site but nearby, are a few examples of these approaches.

Please see the attached projection sheets for further details on anticipated enrollment.

Priority 4

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

From the HMFH report:

Arlington High School was constructed for a different time in education than what is expected today, let alone what will be required into the foreseeable future. 21st century schools are all about technology, inter-connectedness, collaboration, interaction, hands-on learning and making, experiences, teamwork, and interpersonal skills. The excellent teaching staff at the high school knows this and accomplishes much within the constraints of the antiquated facility. It is time to look to the future and to make every effort to create an environment that supports the dynamic teaching at Arlington High School.

School buildings need clear way-finding and be navigable by all, student and visitor alike. Schools need to have spaces in a variety of sizes that are adjacent to one another to provide appropriate space for differentiated learning styles. The spaces need to be flexible in terms of variety of sizes, and a level of consistency among the amenities. The teaching spaces need to be supported by today's teaching tools, such as ceiling projectors, wireless, and the like. Schools must achieve these goals in an environment that is at the same time, inviting, open, secure, and supervised. When thinking of any building today, but perhaps most especially buildings used for educating students, we need to be planning sustainably, using our existing resources wisely, and thinking even further into the future about what else may need to be accommodated on the high school site. Designing sustainably means with the outdoor, as well as the indoor, environment in mind, while creating a long-lasting, low-maintenance, well-planned facility to accommodate flexibility and growth.

Schools need to be safe and secure havens for all that enter. Simple things like signage, color, exposure to natural light, connection through views to nature and the surroundings, combine to create a secure, understandable environment in which today's and tomorrow's student learn and grow. These are possible to achieve within a thorough, thoughtful renovation, but they need to be planned for and supported by the community's resources in order for the high school to best support the youth of Arlington into the coming decades.

Please also provide the following:

Cafeteria Seating Capacity:	450
Number of lunch seatings per day:	3
Are modular units currently present on-site and being used for classroom space?:	NO

If "YES", indicate the number of years that the modular units have been in use:

Number of Modular Units:

Classroom count in Modular Units:

Seating Capacity of Modular classrooms:

What was the original anticipated useful life in years of the modular units when they were installed?:

Have non-traditional classroom spaces been converted to be used for classroom space?:	YES
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If "YES", indicate the number of non-traditional classroom spaces in use: 13

Please provide a description of each non-traditional classroom space, its originally-intended use and how it is currently used (maximum of 1000 characters):

Band room was originally large classroom.

Three work areas and lounges built in 1914 now used as classrooms.

Academic support classrooms, music classroom, Special Education classroom all carved out of Library/Media Center space.

Two therapy offices and METCO Director office made from 1914 auditorium balcony.

“The Pit” a subterranean athletic practice area with poor acoustics, often used as classroom when classes need a large space.

Two storage closets converted to therapy rooms for preschool students.

Please explain any recent changes to the district’s educational program, school assignment policies, grade configurations, class size policy, school closures, changes in administrative space, or any other changes that impact the district’s enrollment capacity (maximum of 5000 characters). :

At the elementary level, the newest school was built with a larger capacity to help absorb the influx of new elementary students. Arlington has redistricted its elementary schools and instituted buffer zones between the neighborhood school districts. This redistricting helped to shift the student population away from densely populated schools to redistribute students more evenly. The creation of buffer zones allows the district administration to have some ongoing flexibility in the allocation of students in the future.

What are the district’s current class size policies (maximum of 500 characters)?:

There is no specific policy regarding class size, although efforts are made to have elementary classes of 24 or less and secondary classes of 26 or less.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Please see the attached On-Site Insight report, section 2 (page 8-29) and section 3 (page 40-56) for a report of the existing deficiencies in the high school facility systems. Of particular note is the Executive Summary Dashboard on page 5, which shows that the vast majority of needed improvements are so urgent that they should be scheduled in the first year of the plan.

Building Security

The school manages 35 exterior entrances that contain 50 separate doors. These doors have been repaired and upgraded to make them more secure. However, monitoring access to the school's doorways is complicated both during and outside of school hours. None of these doors are alarmed and retrofitting alarms to all the exterior doors with alarms and motion sensors would cost over \$200,000.

The school has many entrances, long hallways and connecting passages, with blind endings and hidden corners. Page 8 of the HMFH report outlines in detail the security risks posed by this situation, including that long stretches of hallway are without occupied space and therefore without supervision. An additional risk of the configuration of the school noted by HMFH is that it is easy to become lost and disoriented, and that it can be a challenge to find the best egress path. In addition, telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency. There would "no room-to-room communication" without 2-way radios that have been distributed throughout the building. Only these radios allow staff to communicate across a wide-ranging facility with instant connection in case of emergencies.

The High School has 28 security surveillance cameras, divided between interior and exterior. Some of the 16 exterior cameras cover more than one door. Picture quality is not good when dealing with distances and darkness. Newer cameras with more mega-pixel capability would perform better. More modern features are available that allow better identification of individuals and motor vehicles, stronger zoom functions, and a greater ease of use. All of these functions would greatly improve the security functionality of these cameras. These improvements, as well as relocating and adding some cameras, would also necessitate an investment in a new server and software that would bring the High School to an enterprise class infrastructure.

ADA Compliance

While there are four accessible entrances/exits in the building, there remain challenges for disabled students and staff. There is only one elevator in the 400,000 square feet of the complex. It can take more time than is available between classes to travel if one needs an elevator, potentially impacting class time. The elevator is also aging and not entirely reliable. Certain areas of the school are inaccessible. The Pit, the stage in the little theater, and the stage in Old Hall cannot be reached by wheelchair. Also, no accessible student bathrooms are near the auditorium, causing hardship.

Fire Suppression

Fire suppression systems are not all at the same level throughout the school. Some parts of the school have sprinklers, but the Downs Building does not, and there are no plans to install them given the state of that wing. Fire alarm protection exists in all buildings, which detect smoke and heat. Upgrades to the system to include carbon monoxide detection have begun. However, only 20% of the fire alarm system is a modern, addressable system. Therefore, most of the building relies on a more antiquated system that potentially increases the time required to address a fire

emergency in the building. Page 9 of the HMFH report outlines concerns about the fire alarm system, concluding that whole areas of the building would not be aware of an emergency in another area of a building if staff relied solely on the fire alarm system. In addition, Smoke doors in corridors and fire doors at stairs are not working per manufacturer's specifications. All interior fire doors, interior steel doors, vinyl tile throughout complex

Building Envelope

Exterior masonry is in need of major repairs given its age. The On-Site Insight report (page 60) states that the cost of building architectural repairs would be \$12 million.

During heavy wind and rain events there is moisture penetration throughout the building envelope. This is addressed first by buckets in halls during the event, and when the event is over, facilities staff search for the source of water and attempt to address it, although it is not always possible to find the exact source. Issues associated with water penetration will likely worsen over time.

Many windows are original to the buildings, most are single paned, and are not energy efficient. This leads to uneven temperatures in the building. Additionally, there are significant deficiencies in insulation and air sealing due to the types and ages of building construction.

Stress cracks appear in interior masonry block cell ceilings. Again, these issues are addressed as they occur, but it is an ongoing and increasing concern.

These factors create a very inefficient thermal envelope that works against good climate control. It is impossible to maintain an optimal temperature in most of the building.

There are tripping hazards where there are cracked floor tiles, and missing or broken stair nosings. Addressing this is a constant process.

Hazardous Materials

Asbestos is in tiles and pipe coverings throughout the building. If there is a risk of asbestos becoming friable, abatement is done in accordance with AHERA compliance standards.

The plumbing has lead soldered joints that could become a problem as standards change.

Electrical

Even though electrical service into the building was done over in 1980, power wiring throughout the complex present multiple concerns. There is a lack of outlets in the Downs Building where many classrooms have only one outlet leading to the use of extension cords. There are even some classrooms without an outlet. There are shortcomings with electrical distribution throughout the Downs Building, where distribution panels are old and parts are unavailable. When issues occur, electrical demand is reduced until the panel can be replaced during the summer break.

Gas

In some science labs, the gas shut off valve is in another room, causing a safety concern. This is part of the HMFH report, on page 9.

HVAC System

Univents in the Downs Building need to be replaced because they are beyond their useful life. This impacts air quality in Downs Building. In addition, there is no provision for air exchange in some corridors throughout the building, which is non-compliant with current standards. The cafeteria has an inadequate mechanical exhaust system; staff addresses air quality by opening doors to the interior courtyard.

There are two boiler rooms for the school, each containing two boilers. When all boilers were due for replacement, one boiler in each room was replaced. The newer boilers are used alone when weather is milder, while the older

boilers are also brought on line during colder weather. Therefore, with persistent cold weather the school is relying on two boilers that have exceeded their expected life. See page 13 in the attached On-Site Insight report which suggests replacing both boilers.

Half of the building complex is heated with steam pipes. The steam condensate collection and return system needs to be replaced per On-Site Insight. The steam system, especially return pipes, needs constant repairs and maintenance due to the aging piping system. Adding virgin water to system due to leaks degrades pipes over time. As of yet, there have been no injuries due to ruptures in the steam delivery system.

The building has no air conditioning, except for the high school and central administration areas, and the computer rooms. This lack of air conditioning leads to extremely uncomfortable learning situations during late spring and June, and at the start of school.

Other systems at or beyond their expected service life or in need of extensive repair include:

- Main heating system (boilers, temperature control, steam plumbing, heat ventilators, etc.)
- Hot water (storage tank, distribution)
- Ventilation/cooling systems (building exhaust fans, rooftop air units)
- All exterior doors, all windows, steeple and balcony, elevator
- Auditorium heating, ventilation and air conditioning system
- Auditorium carpeting and seating
- Science labs (including showers, eyewash stations, ventilation and fume hoods)
- Classroom cabinetry, shelving
- Restrooms and locker rooms
- Exterior walls are not seismically reinforced to conform to current codes.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

Ongoing emergency repairs are made to protect health and safety. Beyond that, systems have been replaced or upgraded as they fail. In 2013, the district also commissioned a Capital Needs Assessment by On-Site Insight to better inform our planning for future capital allocations necessary for repair and replacement of equipment.

Building Security

The district has installed 28 surveillance cameras and four door entrance proximity readers. Doors have been secured by removing exterior handles where exit is the only requirement. This reduces attempts at break-ins.

Fire Protection and Security

Alarm panels have been upgraded and an addressable system has been installed in part of the building. Carbon monoxide detectors are being added this summer. The district complies with all state and local requirements on fire protection equipment and systems.

ADA Compliance

In the past year, an additional curb cut was installed, along with two handicap parking places, in addition to an adjacent electronic door opener.

HVAC

As noted in the previous section, two boilers of four have been replaced in the past five years, as their predecessors were failing. In 2013, a significant renovation of the HVAC system was made to the administrative offices on the sixth floor to reduce energy consumption, stabilize heating and cooling, and improve the circulation of fresh air. This was funded in part by a Green Communities grant from the state. In order to better control the aging HVAC system, a \$100,000 upgrade to the existing Energy Management System is currently being installed. This installation will improve the current situation, but not fix all HVAC problems.

To bring the HVAC system to today's standards, the high school would need an upgraded HVAC system that would cost many millions of dollars.

Hazardous Materials

The district contracts with licensed vendors for asbestos abatement as needed.

Building Structure and Envelope

Ceiling cracks are repaired as needed. Floor tiles and stair nosings are replaced as needed. After heavy rain and moisture penetrations, the maintenance department performs spot re-pointing on masonry and applies spray-on waterproofing.

Electrical

Improvements to the electrical system are completed when necessary and if it is possible to retrofit into existing electrical systems.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Deficiencies in the high school heating, electrical and other systems combine to create an increasingly disruptive learning environment. Although staff and students excel at work-arounds and make-dos, the attention and energy these problems cause take away from attention paid to teaching and learning. As reported by the Principal: "There is not a day when administration does not have to spend time on building related issues." In addition, everyday students with mobility challenges experience delays in getting to class. On stormy, windy days, classes are interrupted by teachers and custodians placing buckets in hallways and mopping floors as water gets into the building.

Examples of heating and cooling problems: During the protracted cold spell this winter, teachers and students in several classrooms had to be relocated because of lack of heat in their rooms due to boiler failure or broken controls.

- ┆ In some classrooms it can take 24 hours for the heat to reach the level set by the thermostat, if it achieves that level at all. Other classrooms are overheated, requiring teachers to open windows even on very cold days.
- ┆ The Media Center/ Library is not air conditioned, despite housing technology equipment and being used year-round.

Examples of electrical issues:

- ┆ Wiring capacity and outlet availability frequently constrain technology usage.
- ┆ Classroom teachers using a projector, computer, Elmo document projector and speakers simultaneously trip the electrical circuit.
- ┆ Students regularly trip over extension cords used to power technology equipment on carts, requiring replacement of damaged equipment.

From the HMFH report:

It is clear that due to its age, the complex requires significant upgrades to (or replacement of) all of the building systems and finishes. This is because either they are obsolete, not in working order, and a drain on energy and maintenance resources, or because they simply do not comply with current code standards for accessibility, plumbing fixture quantities, structural implications, or hazardous material abatement.

Beyond the sizes and configurations of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

- ┆ Acoustic needs: many spaces are acoustically challenged, causing disruptions and making learning difficult; the Music program spaces do not have appropriate acoustic treatment; the rooms adjacent to the Cafeteria are interrupted by noise; the Language Lab needs appropriate acoustics. Old Hall is a loud, echo-filled, challenging space to occupy, coupled with the noises clearly heard from the space below used for band practice and wrestling practice.
- ┆ Auditorium sound and lighting systems: the systems are aged and require replacement.
- ┆ Equipment: throughout the various program spaces much of the equipment used by the teaching staff is outdated or does not exist (fume hoods, appliances, etc.)

- l Air conditioning: the school is used year-round and air conditioning is essential and, at minimum, the Library, Auditorium, and Administrative areas should have air conditioning.
- l Borrowed lights and glazing: part of the confusion of the complex is due to the lack of visual connection between spaces.

In addition to there being too few toilet rooms with too few fixtures for the population, the majority of them are located at the very end of hallways, sometimes beyond the paired hall doors and within the stair well. These are not regularly supervised and pose numerous threats and at the very least, maximize insecurities. We understand that due to the physical, deteriorating conditions as well as the isolated locations of the toilet facilities, that there are students who will not use the facilities throughout the entire school day. This is not a healthy situation.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

The improvements suggested in the On-Site Insight report would replace those elements of the physical plant that are beyond their useful life, and would allow the building to function more appropriately. These improvements will not greatly help the many academic issues in the building, such as outdated science labs, too small and/or poorly configured classrooms, lack of breakout space, etc, as outlined in the Analysis of Programmatic Needs, nor would they address future enrollment pressures.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Mr. Robert Labadini is a Building Performance Institute (BPI)-certified energy auditor, and LEED Green Associate accredited.

The date of the inspection: 4/16/2013

A summary of the findings (maximum of 5000 characters):

Please see the attached On-Site Insight Green Capital Needs Assessment and Reserve Replacement Analysis report attached.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

With the advent of the Common Core State Standards and PARCC assessments, access to the benefits of a modern facility become more urgently needed. The limitations of the facility limit the range of experiments in Science classes, access students have to develop their skills in Art, Instrumental Music and Consumer Science and collaboration by students and teachers. Small group work is virtually impossible in an undersized or misshaped classroom. Vitally important is access to modern technology, both for testing and for college and career readiness. The current high school's physical limitations make the roll-out of better technology challenging.

As mentioned in the 'Programs and Operations' section, nearly 100 years of expansion, additions, and re-configurations have resulted in re-purposed and retrofitted classrooms that are forced to fit into a space that is incompatible with today's teaching methods.

Following are some of the programmatic constraints of the facility:

- 1 The Media Center/Library has been divided to accommodate academic support rooms, a music classroom and special education classrooms.
- 1 Many classrooms contain pillars that not only obstruct student and teacher views, but also severely limit accessibility and usable space in the classroom.
- 1 Under-sized classrooms prevent small group collaboration, forcing students to meet in small groups in hallways and stairwells.
- 1 The facility impedes technology implementation, particularly WIFI and ceiling mounted projectors.
- 1 Inadequate wiring and insufficient electrical outlets in classrooms result in frequently tripped circuit breakers.
- 1 Inadequately sized science labs do not provide enough lab workstations for all students to perform experiments safely at the same time.
- 1 Two basement rooms (old Auto Shop and a classroom) are closed due to environmental concerns (PCE). One of these rooms provides the only access to the courtyard garden, thus limiting environmental studies offerings.
- 1 Arlington's state mandated inclusion preschool resides at the high school. The space that it occupies also has limitations, including poor classroom configuration that impedes service delivery and inadequate therapy rooms.

Additionally, from HMFH Analysis of Programmatic Needs report:

Following are the presently known missing and/or inadequate educational spaces:

- 1 Science: additional classrooms and specifically Biology classrooms
- 1 A flexible modern library "learning commons" to serve as central meeting, collaboration, study, support, and presentation space
- 1 Culinary Arts: additional instruction space and lab space, and increased size to the current Family and Consumer Science (FACS) rooms
- 1 Special Education: Occupational Therapy, Physical Therapy, and Speech & Language dedicated spaces and more secure counseling spaces
- 1 Music: a dedicated Instrumental Music classroom adjacent to the rest of the music program, Auditorium/Stage need wing space, fly space, and orchestra pit, and scene shop adjacency
- 1 Visual Arts: a dedicated studio arts space
- 1 Physical Education: Health classroom and Dance studio
- 1 School-wide: meeting rooms, collaboration spaces, and small group rooms, there are no meeting spaces that can

- comfortably accommodate the faculty or large groups of students for collaborative work; an outdoor classroom
- 1 An adequate Cafeteria that is easily able to be supervised and will accommodate the increased enrollment

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

The District has focused on gathering detailed information from outside evaluators and building users so that it can deeply understand the current state of the building, the particular improvements required and the time frame in which they are needed, as well as the programmatic impacts and limitations of the current high school building. The relevant reports are attached to this SOI and are referred to at length in this document. Key information was gathered during the most recent NEASC accreditation process, which highlighted in particular the detrimental nature of aspects of the facility. Accordingly, HMFH was retained to do a programmatic study. In addition, the District retained On-Site Insight for a Green Capital Needs Assessment and Replacement Reserve Analysis. The District has made all of these reports publicly available on the district website.

The District has created a building committee made up of professional staff, local government representatives, parents and community members. Arlington has strong volunteer participation in local government, allowing a depth of outreach not always easily achieved in other communities. To date, the District has sought input from the Town's Capital Planning Committee, Finance Committee, Permanent Town Building Committee, and Long-Range Planning Committee.

To build awareness about the declining condition of the high school facilities, the District offered in-depth tours of the facility to all members of the School Committee, Board of Selectmen, Capital Planning Committee and Town Finance Committee in December 2013. In March 2014, the District expanded the tours to all residents.

The High School Principal has formed a Faculty Building Committee to help identify and understand the programmatic needs and limitations of the facility, and to start thinking about what improvements the high school can make to take academic performance to the next level.

To address immediate facility cleanliness and minor maintenance issues identified in the NEASC report, the Principal plans to start a Booster Club to raise money for minor improvements (paint) and to solicit help with improving the appearance of portions of the facility (locker rooms, hallways, etc.).

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Aging facility and mechanical systems, combined with a sprawling complex that has been reconfigured and repurposed numerous times, result in many negative impacts on the educational program and the daily lives of students and teachers. As reported by the Principal, "There is not a day when administration does not have to spend time on building related issues."

Instruction and Curriculum

- | Age and construction of facility impedes technology implementation.
- | Classroom obstructions limit the ability of teachers to circulate, and of small groups to collaborate.
- | Wide variances in temperature due to leaky windows and aging boilers are distractions.
- | The complex is large and poses program adjacency and teacher collaboration challenges.
- | Inadequately sized science rooms limit ability to deliver curriculum.
- | The media center/library, auditorium and administrative offices lack air conditioning despite year-round use.
- | Undersized media center/library lacks separate workspaces for small group collaboration.

Building Security and Safety

- | Monitoring access to the school's 50 doorways poses a difficult security challenge.
- | Telephones are not available in all classrooms and the public address system is outdated, posing a safety risk in the event of an emergency.
- | Inadequate electrical supply results in frequent overloading of circuits.

Accessibility

- | The complex has only one (undersized) elevator which is not centrally located.
- | The auditorium (used for public events) does not provide accessible seating.
- | Under-sized classrooms pose accessibility and safety concerns.

From the HMFH Report:

Adjacency requirements between program spaces and services are often not met, due in part to the generous size and spread-out nature of the facility and also due to not having adequate room in a designated area of the building to accommodate the full program. In most cases the locations of the various departments are quite removed from one another and therefore it "does not encourage collaboration and support." Additionally, there are minimal spaces that allow for teachers (of similar and dissimilar subjects) to meet and collaborate. The Music program is on three different levels, making collaboration and circulation difficult; students travel up and down stairs with their instruments, and stage sets are made in a distant space, un-assembled and then are hauled to the Stage in pieces to be reassembled. The Family and Consumer Sciences program is also spread out on several levels and, ideally, the program would be adjacent to both the childcare space and the Pre-School program, but with the school's current configuration this is not possible.

In thinking about adjacency needs, we need to also address the needs of differentiated instruction (team teaching, project-based learning, one-on-one instruction, and individual learners). Differentiated instruction requires spaces of varied size as well as adjacencies to the corresponding program. Currently Arlington does not have purposeful smaller teaching spaces to promote flexibility in teaching and learning. As well as the limited large and small group spaces for classrooms, there is also a deficit of

spaces for support services such as guidance and special education.

The school building as configured today, after a century of additions, renovations, and on-the-fly repurposing of spaces, poses a safety and security challenge.

There are greater than 50 exterior doors. This fact alone is a security challenge, but is compounded because none of the doors are tied to a security alarm system, and it is virtually impossible to secure the school building either during or off school hours.

Without classroom telephones, there is “no room-to-room communication.” Due to the lack of a fully integrated public address system, the ability to communicate an emergency situation to the entire school is poor. Similarly, and as it was designed, there are three separate fire alarm systems for the three “separate” buildings, but this means whole areas of the building would not be aware of an emergency in another area of the building. The administration has had to develop procedures for communicating and activating multiple alarms in an emergency.

Many classrooms teachers have resorted to the use of power extension cords that, by their nature, are strung across the floors. The result is that teachers do not use technology as readily and tripping is a hazard to students and equipment. The Science classrooms use equipment and chemicals in crowded conditions, many in rooms without proper safety stations. Ultimately, students are denied the learning experience if the conditions are deemed too unsafe. Gas shut-offs for some science labs are located in the adjoining rooms, making this safety measure less effective.

Beyond the sizes, configurations, and quantities of the educational spaces there are environmental issues that make the spaces both uncomfortable and distracting to teach and learn in, such as indoor air quality, temperature extremes and lack of control, and problematic incidences with mice and wasps.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the _____ *[City Council/Board of Aldermen, Board of Selectmen/Equivalent Governing Body/School Committee]* of _____ *[City/Town]*, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the _____ *[Name of School]* located at _____ *[Address]* which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____]; *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]*; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer ***School Committee Chair****Superintendent of Schools**

(signature)_____
(signature)_____
(signature)_____
Date_____
Date_____
Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Arlington Public Schools: Total District Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
PK	57	48	54	55	57	57	57	57	57	57	57	57	57	57	57
K	448	450	454	471	516	548	529	513	500	491	489	478	474	466	467
1	441	455	460	472	482	540	570	551	534	520	510	503	492	487	479
2	433	427	446	474	465	479	537	566	548	531	523	512	505	494	489
3	395	429	418	458	477	464	477	533	562	544	534	526	514	508	497
4	427	390	424	428	459	490	476	489	544	572	554	545	537	524	517
5	360	415	386	423	428	454	484	472	484	538	574	556	548	540	527
Total: PK-5	2561	2614	2642	2781	2884	3032	3130	3181	3229	3253	3241	3177	3127	3076	3033
6	344	349	374	352	397	398	422	450	439	450	495	528	512	504	497
7	347	331	328	385	341	389	390	414	441	430	437	480	512	497	489
8	360	346	326	317	369	334	381	382	406	432	417	424	466	497	482
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
9	297	300	313	280	306	332	301	343	344	365	380	367	373	410	437
10	318	297	298	313	289	309	335	304	346	347	367	382	369	375	412
11	286	331	296	303	310	292	312	338	307	349	348	368	383	370	376
12	295	290	326	289	312	313	295	315	341	310	351	350	370	385	372
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Total: PK-12	4808	4858	4903	5020	5208	5399	5566	5727	5853	5936	6036	6076	6112	6114	6098
Total: PK-12	4808	4858	4903	5020	5208	5399	5566	5727	5853	5936	6036	6076	6112	6114	6098
Change		50	45	117	188	191	167	161	126	83	100	40	36	2	-16
%-Change		1.0%	0.9%	2.4%	3.7%	3.7%	3.1%	2.9%	2.2%	1.4%	1.7%	0.7%	0.6%	0.0%	-0.3%

Bishop Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	68	70	58	65	68	70	68	65	63	62	65	65	66	66	67
1	55	68	76	64	72	71	75	73	70	68	67	68	68	69	69
2	72	54	65	76	68	73	72	76	74	71	70	69	70	70	71
3	64	73	59	71	76	71	76	75	79	77	75	74	73	74	74
4	60	64	76	59	72	77	72	77	76	80	79	77	76	75	76
5	44	57	66	77	59	71	76	71	76	75	81	80	79	78	77
Total K-5	363	386	400	412	415	433	439	437	438	433	437	433	432	432	434
Total K-5	363	386	400	412	415	433	439	437	438	433	437	433	432	432	434
Change		23	14	12	3	18	6	-2	1	-5	4	-4	-1	0	2
% Change		6.3%	3.6%	3.0%	0.7%	4.3%	1.4%	-0.5%	0.2%	-1.1%	0.9%	-0.9%	-0.2%	0.0%	0.5%

Brackett Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	84	84	64	82	97	101	97	94	91	89	88	85	84	83	82
1	67	90	89	73	83	102	105	101	98	95	93	91	88	87	86
2	80	70	87	88	68	81	100	103	99	96	94	92	90	87	86
3	64	73	74	89	92	69	82	101	104	100	98	96	94	92	89
4	76	64	71	77	88	93	70	83	102	105	102	100	98	96	94
5	73	72	64	72	69	85	90	68	81	99	103	100	98	96	94
Total K-5	444	453	449	481	497	531	544	550	575	584	578	564	552	541	531
Total K-5	444	453	449	481	497	531	544	550	575	584	578	564	552	541	531
Change		9	-4	32	16	34	13	6	25	9	-6	-14	-12	-11	-10
% Change		2.0%	-0.9%	7.1%	3.3%	6.8%	2.4%	1.1%	4.5%	1.6%	-1.0%	-2.4%	-2.1%	-2.0%	-1.8%

Dallin Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	86	74	67	82	74	78	76	74	74	73	73	72	71	70	68
1	74	94	75	68	78	76	80	78	76	75	74	74	73	72	71
2	70	73	96	77	66	79	77	81	79	77	77	75	75	74	73
3	63	70	71	94	76	65	77	75	79	77	76	76	74	74	73
4	67	62	70	76	89	77	66	78	76	80	79	78	78	75	75
5	64	63	64	70	73	87	75	65	76	74	79	78	77	77	74
Total K-5	424	436	443	467	456	462	451	451	460	456	458	453	448	442	434
Total K-5	424	436	443	467	456	462	451	451	460	456	458	453	448	442	434
Change		12	7	24	-11	6	-11	0	9	-4	2	-5	-5	-6	-8
% Change		2.8%	1.6%	5.4%	-2.4%	1.3%	-2.4%	0.0%	2.0%	-0.9%	0.4%	-1.1%	-1.1%	-1.3%	-1.8%

Hardy Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	42	64	67	65	82	89	85	83	81	80	80	78	77	76	73
1	65	46	62	67	69	86	93	89	86	84	83	82	80	79	78
2	57	65	47	71	68	70	87	94	90	87	86	85	84	82	81
3	69	58	59	49	68	67	69	85	92	88	86	85	84	83	81
4	56	64	55	58	46	65	64	66	81	87	84	83	82	81	80
5	40	56	60	53	59	45	63	62	64	79	85	82	81	80	79
Total K-5	329	353	350	363	392	422	461	479	494	505	504	495	488	481	472
Total K-5	329	353	350	363	392	422	461	479	494	505	504	495	488	481	472
Change		24	-3	13	29	30	39	18	15	11	-1	-9	-7	-7	-9
% Change		7.3%	-0.8%	3.7%	8.0%	7.7%	9.2%	3.9%	3.1%	2.2%	-0.2%	-1.8%	-1.4%	-1.4%	-1.9%

Peirce Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	44	50	51	44	47	44	43	42	41	40	40	39	39	38	40
1	50	46	52	46	44	46	45	44	43	42	41	41	40	40	39
2	47	45	44	47	44	41	43	42	41	40	40	39	39	38	38
3	40	53	43	41	47	42	39	41	40	39	39	39	38	38	37
4	47	39	52	42	43	56	50	47	49	48	41	41	41	40	40
5	38	50	35	50	42	42	55	49	46	48	49	42	42	42	41
Total K-5	266	283	277	270	267	271	275	265	260	257	250	241	239	236	235
Total K-5	266	283	277	270	267	271	275	265	260	257	250	241	239	236	235
Change		17	-6	-7	-3	4	4	-10	-5	-3	-7	-9	-2	-3	-1
% Change		6.4%	-2.1%	-2.5%	-1.1%	1.5%	1.5%	-3.6%	-1.9%	-1.2%	-2.7%	-3.6%	-0.8%	-1.3%	-0.4%

Stratton Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	59	52	62	66	67	74	72	70	68	67	66	65	64	62	64
1	69	53	57	63	68	70	77	75	73	71	70	68	67	66	64
2	62	65	56	66	69	71	74	81	79	77	75	74	72	71	70
3	43	56	66	61	68	70	72	75	82	80	79	77	75	73	72
4	58	49	54	67	66	71	73	75	78	85	84	83	81	79	77
5	52	59	48	52	70	67	72	74	76	79	87	86	85	83	81
Total K-5	343	334	343	375	408	423	440	450	456	459	461	453	444	434	428
Total K-5	343	334	343	375	408	423	440	450	456	459	461	453	444	434	428
Change		-9	9	32	33	15	17	10	6	3	2	-8	-9	-10	-6
% Change		-2.6%	2.7%	9.3%	8.8%	3.7%	4.0%	2.3%	1.3%	0.7%	0.4%	-1.7%	-2.0%	-2.3%	-1.4%

Thompson Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	65	56	85	67	81	92	88	85	82	80	77	74	73	71	73
1	61	58	49	91	68	89	95	91	88	85	82	79	76	74	72
2	45	55	51	49	82	64	84	89	86	83	81	78	75	72	70
3	52	46	46	53	50	80	62	81	86	83	81	79	76	74	71
4	63	48	46	49	55	51	81	63	82	87	85	83	81	78	75
5	49	58	49	49	56	57	53	83	65	84	90	88	86	84	81
Total K-5	335	321	326	358	392	433	463	492	489	502	496	481	467	453	442
Total K-5	335	321	326	358	392	433	463	492	489	502	496	481	467	453	442
Change		-14	5	32	34	41	30	29	-3	13	-6	-15	-14	-14	-11
% Change		-4.2%	1.6%	9.8%	9.5%	10.5%	6.9%	6.3%	-0.6%	2.7%	-1.2%	-3.0%	-2.9%	-3.0%	-2.4%

Ottoson Middle School

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
6	344	349	374	352	397	398	422	450	439	450	495	528	512	504	497
7	347	331	328	385	341	389	390	414	441	430	437	480	512	497	489
8	360	346	326	317	369	334	381	382	406	432	417	424	466	497	482
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
Change		-25	2	26	53	14	72	53	40	26	37	83	58	8	-30
% Change		-2.4%	0.2%	2.5%	5.0%	1.3%	6.4%	4.4%	3.2%	2.0%	2.8%	6.2%	4.1%	0.5%	-2.0%

Arlington High School

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
9	297	300	313	280	306	332	301	343	344	365	380	367	373	410	437
10	318	297	298	313	289	309	335	304	346	347	367	382	369	375	412
11	286	331	296	303	310	292	312	338	307	349	348	368	383	370	376
12	295	290	326	289	312	313	295	315	341	310	351	350	370	385	372
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Change		22	15	-48	32	29	-3	57	38	33	75	21	28	45	57
% Change		1.8%	1.2%	-3.9%	2.7%	2.4%	-0.2%	4.6%	2.9%	2.5%	5.5%	1.5%	1.9%	3.0%	3.7%

Executive Summary – Arlington Public Schools Population and Enrollment Forecasts - May 2015

McKibben Demographic Research

1. The total fertility rate for the Arlington Public Schools district over the life of the forecasts is below replacement level. (1.92 vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 30-to-44 year old age groups.
3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the service area's out migration flow.
4. The primary factor causing the district's enrollment to increase is the steady level of in-migration of young households/families and an increase in the number of households over age 70 that are out-migrating
5. Changes in year-to-year enrollment (at least for the next 5 years) will primarily be due to larger cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
6. The elementary enrollment will begin a slight decline after 2020.
7. The median age of the population will increase from 41.8 in 2010 to 43.0 in 2025.
8. The primary cause in the rise of the high school enrollment after 2017 is due to the wave of relatively large grade cohort currently in the elementary and middle school grades.

9. Even if the district continues to have a modest level of annual new home construction, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
10. Total district enrollment is forecasted to increase by 728 students, or 14.0%, between 2014-15 and 2019-20. Total enrollment will grow by 162 students, or 2.7%, from 2019-20 to 2024-25.

Chart 1: Permitted Housing Units, Town of Arlington, 2000-2014

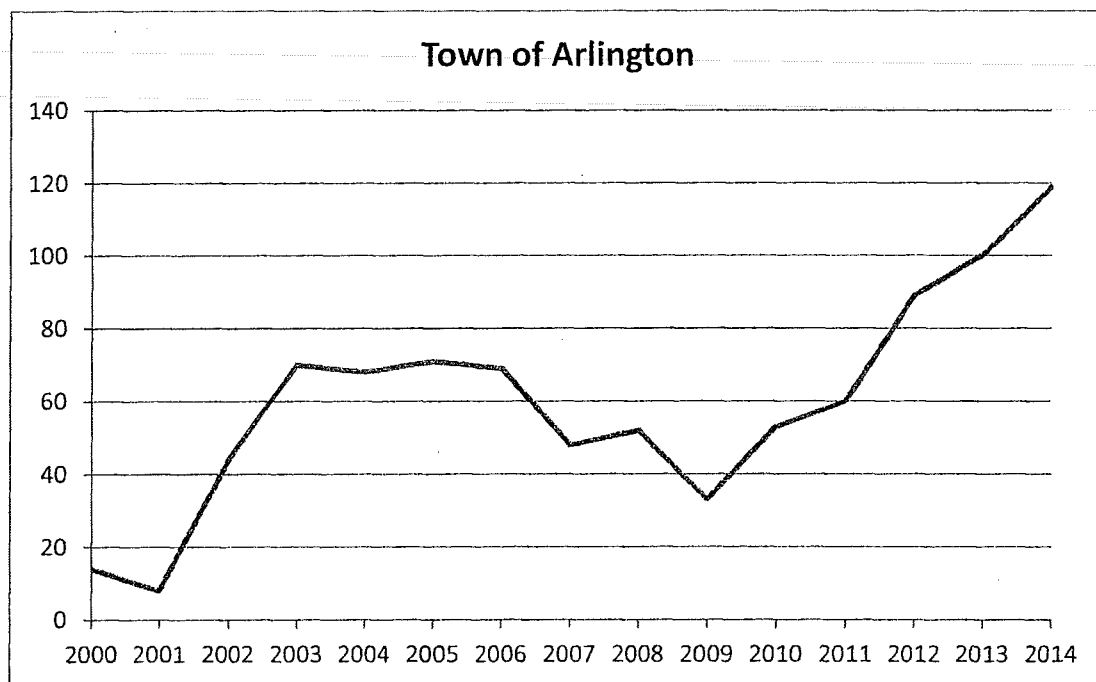


Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Bishop	6,728	6,760	0.5%	6,790	0.4%	0.9%
Brackett	5,915	5,990	1.3%	6,050	1.0%	2.3%
Dallin	5,391	5,460	1.3%	5,610	2.7%	4.1%
Hardy	7,031	7,310	3.8%	7,540	3.1%	7.2%
Peirce	4,448	4,550	2.2%	4,640	2.0%	4.3%
Stratton	5,371	5,500	2.3%	5,590	1.6%	4.1%
Thompson	7,960	8,300	4.1%	8,610	3.7%	8.2%
Arlington Total	42,844	43,870	2.3%	44,830	2.2%	4.6%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Bishop	793	26.3%	3017	6662	2.21
Brackett	846	36.2%	2339	5857	2.50
Dallin	745	36.1%	2061	5272	2.56
Hardy	774	23.4%	3313	7006	2.11
Peirce	537	25.0%	2150	4444	2.07
Stratton	656	28.1%	2337	5371	2.30
Thompson	918	24.5%	3752	7942	2.12
Arlington Total	5268	27.8%	18969	42553	2.24

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35- 54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Bishop	36.2%	32.5%	63.1%
Brackett	45.6%	23.5%	78.2%
Dallin	45.6%	24.7%	84.6%
Hardy	41.1%	20.2%	46.2%
Peirce	41.0%	26.6%	61.7%
Stratton	41.7%	24.6%	71.7%
Thompson	42.4%	19.6%	42.9%
Arlington Total	41.7%	24.2%	61.3%

**Table 4: Percentage of Households that are Single Person Households and
Single Person Households that are Over Age 65 by Elementary Area, 2010 Census**

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Bishop	37.8%	17.9%
Brackett	24.0%	9.0%
Dallin	23.7%	9.9%
Hardy	36.0%	10.8%
Peirce	41.7%	16.3%
Stratton	33.1%	10.1%
Thompson	37.6%	10.7%
Arlington Total	34.1%	12.1%

Table 5: Age Under One to Age Ten Population Counts, by Year of Age, by

Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Bishop	79	76	68	84	86	68	79	82	89	70	85
Brackett	84	83	80	95	85	93	96	85	86	83	81
Dallin	79	68	72	75	81	91	70	72	69	80	67
Hardy	115	108	82	97	84	75	72	68	77	56	57
Peirce	57	62	74	55	51	54	55	46	39	49	49
Stratton	69	59	57	65	63	70	72	57	61	75	63
Thompson	143	103	105	98	102	89	79	63	90	76	57
Arlington	626	559	538	568	552	539	524	472	511	489	459

Arlington Public Schools - Methodology and Assumptions

McKibben Demographic Research - May 2015

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind is an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant

for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Arlington Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Arlington Public Schools provided enrollments by grade and attendance center for the school years 2010-2011 to 2014-15. Birth and death data for the years 2000 through 2012 were obtained from the Massachusetts Department of Health and Human Services. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2011. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 600 of the over 19,000 current households in the district would have been included. For comparison 2,800 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Arlington Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2024. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The total fertility rate (TFR), the average number of births a woman will have in her lifetime, is estimated to be 1.92 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be

insufficient to maintain the current level of population and enrollment within the Arlington Public Schools over the course of the forecast period.

A close examination of data for the Arlington Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Arlington Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the local in-migration occurs in the 0-to-9 and 30-44 age groups (bulk of which is from areas within 75 miles of the Arlington Public Schools) primarily consisting of younger adults and their children.

As the Middlesex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Arlington Public Schools and its attendance areas will remain the same through the year 2024. Below is a list of assumptions and issues that are specific to the Arlington Public Schools. These issues have been used to modify the population forecast models to more accurately predict the

impact of these factors on each area's population change. Specifically, the forecasts for the Arlington Public Schools assume that throughout the study period:

- a. There will be no short term economic recovery in the next 18 months and the national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached an historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Middlesex County for any year in the forecasts;
- f. All currently planned, platted, and approved housing developments are built out and completed by 2023. All housing units constructed are occupied by 2024;
- g. The unemployment rates for the Metropolitan Boston will remain below 6.0% for the 10 years of the forecasts;
- h. The rate of students transferring into and out of the Arlington Public Schools will remain at the 2010-11 to 2014-15 average;
- i. The district's current policy on assigning schools to children living in the "buffer zones" remains the constant for the life of the forecasts;

- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- k. There will be no building moratorium within the district;
- l. Businesses within the district and the Arlington Public Schools area will remain viable;
- m. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- n. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
- o. Private school and home school attendance rates will remain constant;
- p. The recent decline in new home construction has ended and building rates have stabilized;
- q. The rate of foreclosures for commercial property remains at the 2004-2008 average for Middlesex County;

If a major employer in the district or in the Greater Boston Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid

and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Arlington Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births,

deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts.

These five data sets are:

- a. a base-year population (here, the 2010 Census population for Arlington Public Schools and its attendance areas);
- b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- c. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- d. a set of age-specific migration rates for the district and its attendance areas; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Arlington Public Schools is classified as a "small area" populations (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Arlington Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Arlington Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17 year old cohorts to each of the attendance centers in Arlington Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm 2.0\%$ for the life of the forecasts.

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HMFH Architects, Inc.



**Space Planning Report
for Arlington Public Schools**

Arlington, MA

September, 2015

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*Base plans provided by School Department. Plans are available on the website but not in hard copy format.

Space Planning Report for Arlington Public Schools

Introduction

The Arlington Schools are experiencing an upward trend in student enrollments. This is likely due to many factors including a strong school system, a highly livable community, volume of housing sales/turnovers, new housing stock, and the proximity to the high tech/ bio-tech growth industries in Boston, Cambridge and surrounding communities. The enrollment growth is occurring at all grade levels and, therefore, already is or will be affecting the capacity of many of the school buildings.

HMFH Architects, Inc.'s role is to assess the conditions and recommend alternatives to accommodate the impact of enrollment growth. The space planning tasks include review of existing facilities space use, capacity, and availability for expansion; develop enrollment projections (completed by McKibben Demographic Research); and, working with the School Department, develop alternatives for how best to accommodate the increase of students.

Arlington operates seven (7) kindergarten through grade five elementary schools (Bishop, Brackett, Dallin, Hardy, Peirce, Stratton, and Thompson), one middle school, grades six, seven, and eight (Ottoson), and one high school, grades nine through twelve.

Enrollment Projections/ Forecasts

In an effort to provide a comparison to the enrollment projections developed annually by the Arlington School Department, McKibben Demographic Research was engaged to develop 10-year population and enrollment forecasts. As is stated in the McKibben Forecasts (for full report see **Appendix A**), there is a distinction between a projection and a forecast. A projection extrapolates the past (and present) numbers into the future with little or no attempt to take into account many factors that may impact the extrapolation. A forecast results when a projection is modified by reasoning to take into account external factors such as changes in fertility rates, housing patterns, and migration patterns.

In aggregate, both the Arlington Public School (APS) projections and the McKibben forecasts show a comparable increase in enrollments at all grade levels over the next ten years, with the McKibben forecasts slightly higher than the APS projections. What the McKibben forecasts show is the "wave" of enrollment growth currently at the elementary grades will continue through the middle and high school grades. The distinction between the projections and the forecasts is evident in that the forecasts show a downturn at the elementary level

after a peak in school year 2019-20. And though it is a downturn, by school year 2024-25 the elementary levels are still higher than they are today (by 149 students).

As mentioned, the “wave” of students will progress to Ottoson Middle School. The school was designed for 1,050 students when it was expanded in the mid-1980s, and it currently has a student population of over 1100. The middle school population is forecasted to increase by over 200 students within five years and another 150 students within the five years after that, thereby increasing the three middle grades to 1,468 students.

This same wave will take the high school student population from its current level of just over 1200 to 1,597 students by school year 2024-25. System-wide the enrollment is forecasted to have a 10-year increase of 1,039 students.

From the McKibben report: a primary factor causing the district’s enrollment to increase is the steady level of in-migration of young households/ families and an increase in the number of households over age 70 that are out-migrating. At the elementary level, Brackett, Hardy, and Thompson are forecasted to have the largest enrollment growth of 87, 113, and 110 students, respectively, by school year 2019-20 while the others remain relatively steady or, in the case of Stratton, are able to accommodate the increase of enrollment within their existing facility. It is worth noting that while the other neighborhoods are not currently showing an increase in enrollment (i.e. in-migration of young households) when reviewing the McKibben population pyramids for Bishop and Stratton one can see the wide band of 60-64 year olds that will (in ten years) be reaching the out-migration stage and therefore, the potential that these neighborhoods (and schools) will experience yet another wave of enrollment growth.

A summary of the forecasted enrollment growth is in **Appendix B**. It is worth noting that the potential development of the Mugar Property in East Arlington is not factored into the forecasts.

Process

Site Visits

Concurrent with the enrollment forecasting effort, the Space Planning process began with site visits to the school buildings and, when possible, conversations with the school principals. The visits enabled HMFH to review the physical interior spaces (in terms of size and location within the building) and to learn how each space is currently being used. The visits included a review of the school property, inclusive of outdoor amenities (play structures, play surfaces, parking, drop-off areas, green spaces), the topography, and adjacent streets and properties. In addition to visiting the nine active APS buildings, the former Gibbs/ East Middle School was also visited and assessed.

The Gibbs is a Town-owned school property that is currently occupied and leased by multiple, valued tenants that serve the citizens of Arlington. While it is universally felt that terminating these tenant’s leases would be disagreeable for all, with a student popula-

tion increase of over 1,000 students in the coming years, it would be irresponsible not to assess all of the Town's resources as we plan for the future.

Available information was gathered including building floor plans, Google maps of the properties, and the Town's GIS building square footage and land acreage records.

Capacity Analysis

The elementary schools were reviewed in terms of their current capacity and space use and a chart of the findings is in **Appendix C**. Three schools, Brackett, Dallin, and Thompson, are identified as being "at capacity" as of the 2015/16 school year. The designation of "at capacity" was determined by several factors when in comparison to all of the elementary schools. In addition to kindergarten and general classroom spaces, each of the elementary schools has designated art and music classrooms. All but Brackett, Dallin, and Thompson have designated computer rooms. Of note, all schools have various specialist rooms, many of which are undersized to be considered to be used as classrooms. Most of the schools have dedicated Arlington After School Program (AASP) spaces in school year 2014/15, though some of these are located in kindergarten (in the case of Thompson) or general classrooms (in the case of Brackett). In **Appendix D** the elementary school floor plans show the general classrooms and kindergarten spaces as of school year 2014-15.

Of the three schools that are "at capacity", Dallin is not expected to experience growth; Brackett is expected to experience growth, but with thoughtful planning and the relocation of program spaces will be able to accommodate the increase in the near-term but will need additional space in the future; conversely the Thompson building is unable to accommodate the anticipated increase. The new Thompson School - designed for 380 students (per agreement with the MSBA) when it opened in September 2013 - in its second year had 392 students, and is anticipating an enrollment of 433 students in fall 2015, 463 by fall 2016, and 502 students by school year 2019-20.

And while Hardy School is not currently "at capacity", it is anticipated that it will be by school year 2017-18, and with its forecasted growth from 392 in school year 2014-15 to 505 in 2019-20 (a nearly 30% increase) it will require more classrooms.

Another method of understanding building capacity is to quantify the number of kindergarten and general classrooms available times the number of students per room; for these purposes a range of 22-25 per room is used. At Thompson there are 4 kindergarten and 15 general classrooms, therefore a range of 418-475 students can be accommodated. And at Hardy there are 4 kindergarten and 14 general classrooms, therefore a range of 396-450 students can be accommodated. Based on these calculations, even at the higher class sizes, Thompson and Hardy Schools will be beyond their capacity.

Ottoson Middle School is currently "at capacity". When expansion to the facility occurred in the mid-1980s it was intended to serve 1,050

students. In the ensuing 30 years many educational changes have occurred that impact how teaching and learning occur, what subjects are taught, and the types of spaces needed. Special education requirements, technological advances, specialists, hands-on learning, and world languages (in addition to French, Spanish, and Latin, Mandarin is now taught) require adequate space to serve the engaged student population. Based on the current educational needs (and population of 1,107) the school is at capacity.

The forecasts show a steady increase of middle school enrollment over the next 10-year period. In five years, Ottoson is likely to have over 1300 students and within 10 years it is anticipated to reach nearly 1500 students. Based on these numbers, the middle school growth cannot be accommodated at Ottoson and corrective measures will need to be implemented.

Arlington High School's (AHS) student population will also continue to rise. The steady forecasted increase will bring the enrollment from 1,217 in school year 2014-15 to 1,371 in school year 2019-20 and to nearly 1600 by 2024-25. This rate of growth will start to be impactful in just a few short years, resulting in larger class sizes, inhibiting the ability to offer programs, and overwhelming the shared use spaces such as the cafeteria, gymnasium, and school library. This Space Planning effort does not address the impact the rise in student population will have at AHS, because the Town anticipates admittance into the Massachusetts School Building Authority's (MSBA) grant program for the high school within the next cycle or two and at that time an in-depth Feasibility Study will be undertaken to ascertain the most educationally sound, fiscally responsible approach to accommodate the enrollment and upgrade the facility.

The former Gibbs School was analyzed to identify its enrollment capacity to begin to understand the potential opportunities for future use by the school system. The school was designed as a middle school and used by the Town until 1989. The building is currently leased by Lesley Ellis School, Arlington Center for the Arts, Keliher Center, Learn to Grow, and Arlington Recreation Gymnasium. There have been minor alterations to the interior of the facility, but for the most part the "bones" of the original school building are intact. A rough layout of spaces seems to allow for 24 general classrooms, Gymnasium, Library, Cafetorium, and 6 or more specialist spaces. Using either 22-25 students per classroom there is a capacity of 528-600 students. The building would require some level of renovations (exact to be determined through a study process).

Expansion Potential

The schools were assessed for their ability to be expanded with additions, see findings in Appendix B. Many site conditions impact the expansion potential: what are the outdoor amenities and functions that occur around the perimeter of the building, whether the topography is level or sloping, and whether the portion of the building that is near the potential buildable/ available land is an appropriate attachment point for an addition.

The physical opportunities and constraints (not the programmatic impact), were assessed using a rating of Good, Fair, and Poor. Good allows that there is level land that has a low-level of use and is located on the site with a probable connection point to the school building. The determination of “low-level” of use means it is either unused or its current use may be relocated elsewhere or is redundant. The following schools are identified as Good: Bishop, Hardy, Stratton, and Thompson.

Brackett, Dallin, Ottoson, and AHS are rated Fair because in all instances connecting to the available land would require blocking either a fire lane loop or a secondary access point (in the case of Ottoson). Brackett’s interior connection point would require altering a teaching space or the school’s performance platform. At both Ottoson and AHS the available space is used for either parking or sports fields. While none of these concerns are insurmountable with Town approvals, they are not ideal and, therefore, are deemed only Fair for expansion.

Expansion opportunities at Peirce are poor. The open and available spaces are located a half floor level below the school’s lowest level, creating a poor connection point. In addition, much of the land around the property is sloping.

Alternatives

A series of schemes were developed to accommodate the expected increase in enrollments. Each scheme addressed the anticipated peak year within the 10-year timeframe of the enrollment forecasts. Most of the elementary schools will see their highest numbers in school year 2019-20. The middle school will be at its highest expected enrollment in school year 2023-24, while the high school’s highest enrollment is shown to be school year 2024-25, which is the tenth year in the 10-year projections. It is possible the numbers may increase in the years beyond the 10-year forecast.

Stratton Elementary School

Ahead of the anticipated enrollment growth, there is an immediate need to accommodate the Stratton School population during school year 2016-17 when the school will be renovated. The initial schemes included incorporation of this temporary need for the Stratton population at other school sites that would then use the classrooms to accommodate their growth needs, specifically at Hardy, Thompson, and Ottoson. It became apparent that the immediate requirement to solve the Stratton temporary needs was then driving many other decisions that would have a long-term educational and fiscal impact. The decision to separate the Stratton temporary needs from the longer term needs of the district would then allow time to fully vet the various scenarios with a larger audience over a longer period of time. Therefore, the School Committee made the decision to accommodate the Stratton population in temporary modular space located on the Stratton site for the school year during renovations.

Schemes

Schemes 1 and 1A propose additions either with modular construc-

tion (1) or with permanent construction (1A) to Hardy and Thompson Schools and renovations to Gibbs/East Middle School to accommodate the sixth grade by school year 2018-19.

Steps for Scheme 1:

- Modular classroom addition at Thompson school year 2016-17
- Modular classroom addition at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Temporary leased modular classrooms at Ottoson for school year 2017-18
- Renovate Gibbs School to accept 6th Grade in school year 2018-19
- High School planning schedule to be determined with MSBA

Steps for Scheme 1A:

- Temporary leased modular classrooms at Thompson school year 2016-17
- Addition at Thompson school year 2017-18
- Addition at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Lease modular classrooms at Ottoson for school year 2017-18
- Renovate Gibbs School to accept 6th Grade in school year 2018-19
- High School planning schedule to be determined with MSBA

Permanent construction at Hardy and Thompson would take one year longer than modular construction would, therefore in Scheme 1A Thompson would require two leased modular classrooms. Additionally, temporary, leased modular classrooms would be required at Ottoson to accommodate the increase of enrollment (forecasted to be an additional 125 students) in the intervening years.

In Scheme 1, there may be the possibility of shifting program spaces at Thompson to allow for a delay of installing the modular classrooms by one year, thereby installing them at the same time as those at Hardy. Installation of 12 modular classrooms as a single project may provide a small reduction in costs through the economies of scale.

Additionally, in an effort to eliminate the need to expand either Thompson or Hardy, Gibbs/East was assessed as to whether it could accommodate both the sixth grade and the Thompson and Hardy fifth graders. An addition of approximately 12 spaces (classrooms and specialists) and support facilities would be required at Gibbs/East. While it is likely that an addition of this size would be more costly than the two additions at the elementary schools, what is more problematic is to separate only a small cohort of fifth grade students from the elementary environment. Additionally the gym and cafeteria would not be expanded and cannot accommodate the nearly 700 students.

Schemes 1 and 1A will provide a unique opportunity for the 6th graders to coalesce as a class ahead of arriving to middle school. The shift in grade structure will require thoughtful review.

Scheme 2 proposes the fifth grade is located in a renovated Gibbs/East Middle School and the eighth grade is located at Arlington High School.

Steps:

- Temporary leased modular classrooms at Thompson school year 2016-17 and more in 2017-18
- Temporary leased modular classrooms at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Temporary modular classrooms at Ottoson for school year 2016-17 and more in 2018-19
- Renovate Gibbs School to accept 5th Grade in school year 2018-19
- Middle/High School planning schedule to be determined with MSBA

The construction required to accommodate the eighth grade would occur within the same timeframe as the High School study, design, and construction project should the town be invited into a feasibility study with MSBA within the next cycle or two of their process. In the intervening years there will be a need for leased modular classrooms at Hardy, Thompson, and Ottoson.

As noted in Scheme 1, there may be the possibility of shifting program spaces at Thompson, thereby requiring only two modular classrooms rather than four.

A result of implementing Scheme 2 is there would be an excess of unused space in most of the elementary schools.

Scheme 2A proposes shifting the 5th grade to Ottoson, the 7th grade to Gibbs/East, and the 8th grade to the High School site. The scheme is similar to Scheme 2 in terms of timeframe and costs. Both Schemes 2 and 2A will require thoughtful review of the proposed changes to the current grade structure model.

Scheme 3 proposes that all anticipated enrollment increases are accommodated with modular construction at Hardy, Thompson, and Ottoson.

Steps:

- Modular classroom addition at Thompson school year 2016-17
- Modular classroom addition at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Modular classroom addition at Ottoson for school year 2016-17, school year 2018-19 and school year 2021-22
- High School planning schedule to be determined with MSBA

Additions at Hardy and Thompson may be physically accomplished on the properties and would be strategically connected to the existing buildings. And while there will be an impact on the core shared use spaces (Gym, Cafeteria, and Library) and administrative services, it is believed with careful planning these spaces will be able to absorb the increase. Conversely, to accommodate the Ottoson enrollment growth at the Ottoson site would have a negative impact on both the shared use spaces and support services. Ottoson's population is expected to increase by 40% above the original design intent of the school building. Adding modular classrooms to accommodate the growth is only half of the solution, the Gymnasium, Library, Cafeteria, Kitchen,

Guidance, Health Services, and many other specialists would also need to “grow” to serve a student population of nearly 1500.

Scheme 4 proposes renovating and expanding Gibbs/East to accommodate both the 5th and 6th grades with temporary (until Gibbs is complete) modular classrooms at Hardy, Thompson, and Ottoson.

Steps:

- Temporary leased modular classrooms at Thompson school year 2016-17 and more in 2017-18
- Temporary leased modular classrooms at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Temporary leased modular classrooms at Ottoson for school year 2016-17
- Renovate Gibbs School to accept 5th and 6th Grades in school year 2018-19
- High School planning schedule to be determined with MSBA

A sizable addition of classrooms would be required to accommodate approximately 550 fifth graders. The school property is 2.6 acres and in addition the size of what would be required would absorb most of the parking and likely the basketball court. The addition/renovations would not include expansion of the core interior shared spaces, Cafeteria, Gymnasium, Library, Art, and Music, and the current configuration would not accommodate 1100 students.

See **Appendix E** for a spreadsheet graphic representation of the schemes. See **Appendix F** for the potential classroom layout at Gibbs School.

Costs

At this time only rough comparison cost implications have been developed to begin to understand the potential future impact of each of the schemes; see **Appendix E**. Comparative costs are developed as a helpful tool to understand the order of magnitude of each proposed scheme as it compares to the others. They are not cost estimates. Cost estimates are not a required scope of the space planning effort at this time. The comparative costs are shown within a high-low range, again to provide an order of magnitude within which to compare the various space planning schemes. The following assumptions were used:

Type	Low	High
New construction	\$350/sf + 20% soft costs =\$390/sf	\$375/sf + 20% soft costs =\$450/sf
Renovation	\$175/sf + 20% soft costs =\$210/sf	\$250/sf + 20% soft costs =\$300/sf
Purchased modular*	~\$350/sf	~\$420/sf
Leased modular*	~\$80/sf + ~\$38/sf/year	~\$92/sf + ~\$44/sf/year

*The leased and purchased modular classroom costs noted are for stacked (multistory) modular construction; an increase of 33% is used to capture the “stack factor”. Additionally, the value used for the purchased modular classrooms assumes upgrades to the typical manufactured classroom module. Upgrades may include increased R-value of the exterior wall insulation, improved window performance and roofing material, and higher efficiency (and quieter), longer-life mechanical equipment; an increase of 50% is used to capture the upgrade factor.

The comparative costs do not include escalation or costs for any upgrades that may be required to the existing school buildings to receive modular classroom additions in order to meet current building codes. Additionally, the comparative costs do not include the temporary modular construction at Stratton Elementary School; this cost is carried separately in the Stratton renovation project budget.

Arlington Public Schools

**POPULATION AND ENROLLMENT FORECASTS,
2015-16 THROUGH 2024-25**

Prepared by:

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Executive Summary – Arlington Public Schools Population and Enrollment Forecasts

1. The total fertility rate for the Arlington Public Schools district over the life of the forecasts is below replacement level. (1.92 vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 30-to-44 year old age groups.
3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the service area's out migration flow.
4. The primary factor causing the district's enrollment to increase is the steady level of in-migration of young households/families and an increase in the number of households over age 70 that are out-migrating
5. Changes in year-to-year enrollment (at least for the next 5 years) will primarily be due to larger cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
6. The elementary enrollment will begin a slight decline after 2020.
7. The median age of the population will increase from 41.8 in 2010 to 43.0 in 2025.
8. The primary cause in the rise of the high school enrollment after 2017 is due to the wave of relatively large grade cohort currently in the elementary and middle school grades.

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9. Even if the district continues to have a modest level of annual new home construction, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
10. Total district enrollment is forecasted to increase by 728 students, or 14.0%, between 2014-15 and 2019-20. Total enrollment will grow by 162 students, or 2.7%, from 2019-20 to 2024-25.

Chart 1: Permitted Housing Units, Town of Arlington, 2000-2014

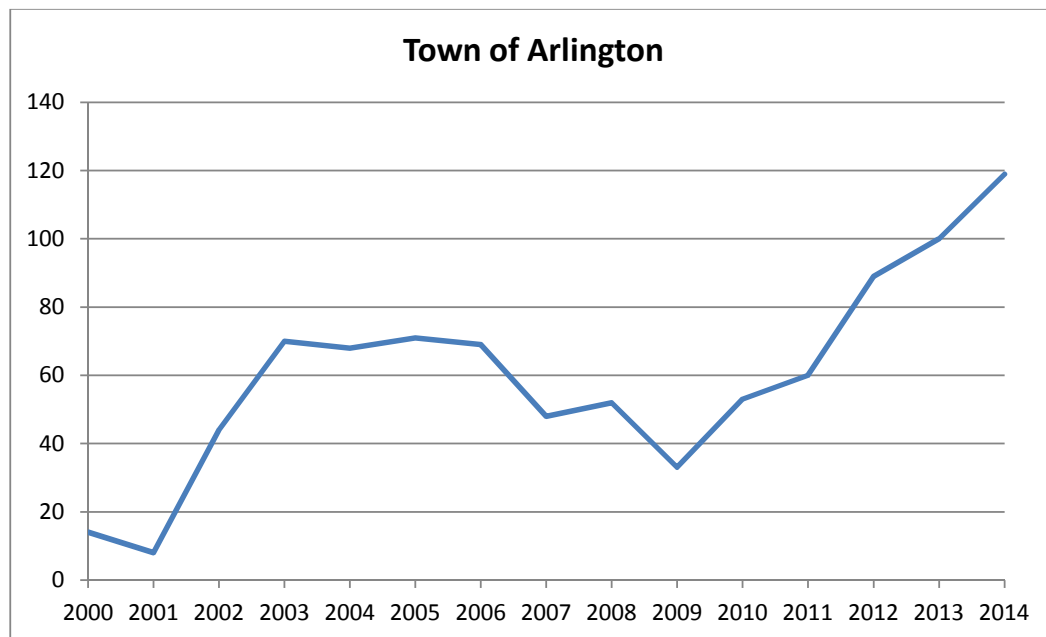


Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Bishop	6,728	6,760	0.5%	6,790	0.4%	0.9%
Brackett	5,915	5,990	1.3%	6,050	1.0%	2.3%
Dallin	5,391	5,460	1.3%	5,610	2.7%	4.1%
Hardy	7,031	7,310	3.8%	7,540	3.1%	7.2%
Peirce	4,448	4,550	2.2%	4,640	2.0%	4.3%
Stratton	5,371	5,500	2.3%	5,590	1.6%	4.1%
Thompson	7,960	8,300	4.1%	8,610	3.7%	8.2%
Arlington Total	42,844	43,870	2.3%	44,830	2.2%	4.6%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Bishop	793	26.3%	3017	6662	2.21
Brackett	846	36.2%	2339	5857	2.50
Dallin	745	36.1%	2061	5272	2.56
Hardy	774	23.4%	3313	7006	2.11
Peirce	537	25.0%	2150	4444	2.07
Stratton	656	28.1%	2337	5371	2.30
Thompson	918	24.5%	3752	7942	2.12
Arlington Total	5268	27.8%	18969	42553	2.24

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Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35- 54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Bishop	36.2%	32.5%	63.1%
Brackett	45.6%	23.5%	78.2%
Dallin	45.6%	24.7%	84.6%
Hardy	41.1%	20.2%	46.2%
Peirce	41.0%	26.6%	61.7%
Stratton	41.7%	24.6%	71.7%
Thompson	42.4%	19.6%	42.9%
Arlington Total	41.7%	24.2%	61.3%

**Table 4: Percentage of Households that are Single Person Households and
Single Person Households that are Over Age 65 by Elementary Area, 2010 Census**

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Bishop	37.8%	17.9%
Brackett	24.0%	9.0%
Dallin	23.7%	9.9%
Hardy	36.0%	10.8%
Peirce	41.7%	16.3%
Stratton	33.1%	10.1%
Thompson	37.6%	10.7%
Arlington Total	34.1%	12.1%

Table 5: Age Under One to Age Ten Population Counts, by Year of Age, by**Elementary Area: 2010 Census**

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Bishop	79	76	68	84	86	68	79	82	89	70	85
Brackett	84	83	80	95	85	93	96	85	86	83	81
Dallin	79	68	72	75	81	91	70	72	69	80	67
Hardy	115	108	82	97	84	75	72	68	77	56	57
Peirce	57	62	74	55	51	54	55	46	39	49	49
Stratton	69	59	57	65	63	70	72	57	61	75	63
Thompson	143	103	105	98	102	89	79	63	90	76	57
Arlington	626	559	538	568	552	539	524	472	511	489	459

**Table 6: Comparison of District Enrollment by Grade with 2010 Census Counts
by Age, 2010-2014**

2010 census	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years
Arlington Total	626	559	538	568	552	539	524	472	511	489	459	442	458	449
2014		516	482	465	477	459	428	397	341	369	306	289	310	312
Enrollment		92.3%	89.6%	81.9%	86.4%	85.2%	81.7%	84.1%	66.7%	75.5%	66.7%	65.4%	67.7%	69.5%
2013			471	472	474	458	428	423	352	385	317	280	313	303
Enrollment			87.5%	83.1%	85.9%	85.0%	81.7%	89.6%	68.9%	78.7%	69.1%	63.3%	68.3%	67.5%
2012				454	460	446	418	424	386	374	328	326	313	298
Enrollment				79.9%	83.3%	82.7%	79.8%	89.8%	75.5%	76.5%	71.5%	73.8%	68.3%	66.4%
2011					450	455	427	429	390	415	349	331	346	300
Enrollment					81.5%	84.4%	81.5%	90.9%	76.3%	84.9%	76.0%	74.9%	75.5%	66.8%
2010						448	441	433	395	427	360	344	347	360
enrollment						83.1%	84.2%	91.7%	77.3%	87.3%	78.4%	77.8%	75.8%	80.2%

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Arlington Public Schools - Methodology and Assumptions

McKibben Demographic Research - May 2015

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind is an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant

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for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special “scenario” forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Arlington Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area’s demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Arlington Public Schools provided enrollments by grade and attendance center for the school years 2010-2011 to 2014-15. Birth and death data for the years 2000 through 2012 were obtained from the Massachusetts Department of Health and Human Services. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2011. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 600 of the over 19,000 current households in the district would have been included. For comparison 2,800 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Arlington Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

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ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2024. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The total fertility rate (TFR), the average number of births a woman will have in her lifetime, is estimated to be 1.92 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be

insufficient to maintain the current level of population and enrollment within the Arlington Public Schools over the course of the forecast period.

A close examination of data for the Arlington Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Arlington Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the local in-migration occurs in the 0-to-9 and 30-44 age groups (bulk of which is from areas within 75 miles of the Arlington Public Schools) primarily consisting of younger adults and their children.

As the Middlesex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Arlington Public Schools and its attendance areas will remain the same through the year 2024. Below is a list of assumptions and issues that are specific to the Arlington Public Schools. These issues have been used to modify the population forecast models to more accurately predict the

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impact of these factors on each area's population change. Specifically, the forecasts for the Arlington Public Schools assume that throughout the study period:

- a. There will be no short term economic recovery in the next 18 months and the national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached an historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Middlesex County for any year in the forecasts;
- f. All currently planned, platted, and approved housing developments are built out and completed by 2023. All housing units constructed are occupied by 2024;
- g. The unemployment rates for the Metropolitan Boston will remain below 6.0% for the 10 years of the forecasts;
- h. The rate of students transferring into and out of the Arlington Public Schools will remain at the 2010-11 to 2014-15 average;
- i. The district's current policy on assigning schools to children living in the "buffer zones" remains the constant for the life of the forecasts;

- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- k. There will be no building moratorium within the district;
- l. Businesses within the district and the Arlington Public Schools area will remain viable;
- m. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- n. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
- o. Private school and home school attendance rates will remain constant;
- p. The recent decline in new home construction has ended and building rates have stabilized;
- q. The rate of foreclosures for commercial property remains at the 2004-2008 average for Middlesex County;

If a major employer in the district or in the Greater Boston Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid

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and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Arlington Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births,

deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts.

These five data sets are:

- a. a base-year population (here, the 2010 Census population for Arlington Public Schools and its attendance areas);
- b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- c. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- d. a set of age-specific migration rates for the district and its attendance areas; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Arlington Public Schools is classified as a “small area” populations (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

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The population forecasts for Arlington Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Arlington Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17 year old cohorts to each of the attendance centers in Arlington Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm 2.0\%$ for the life of the forecasts.

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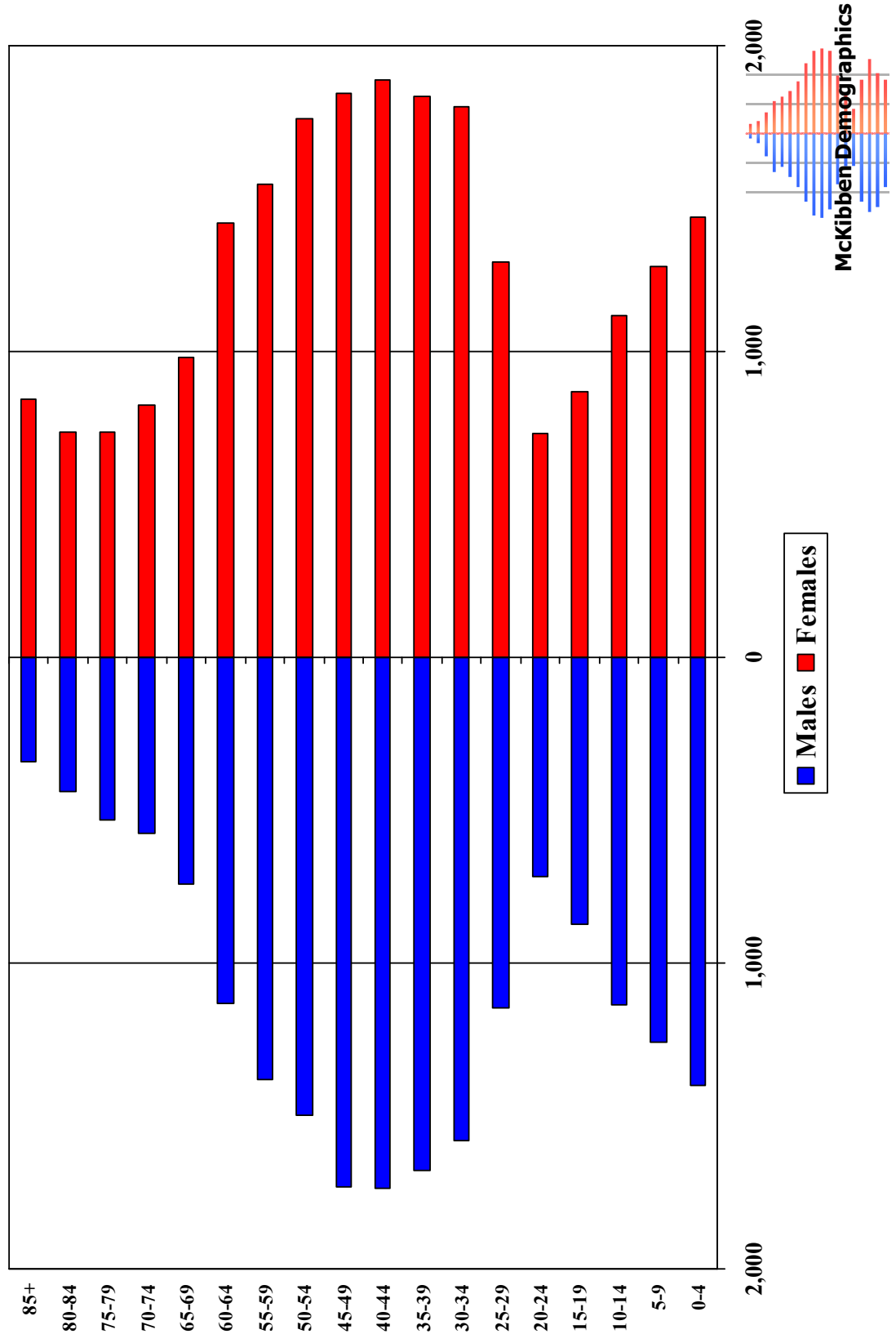
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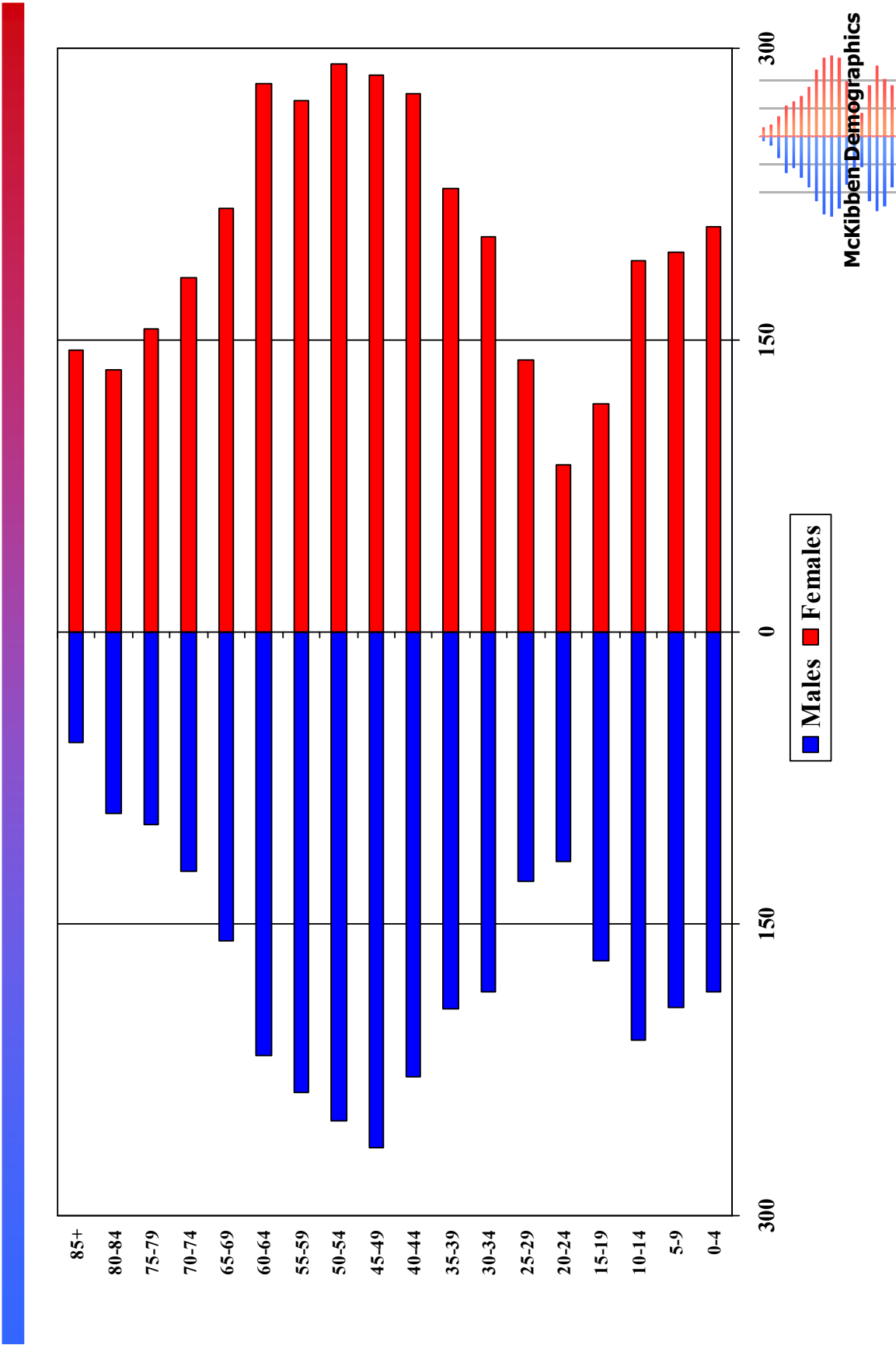
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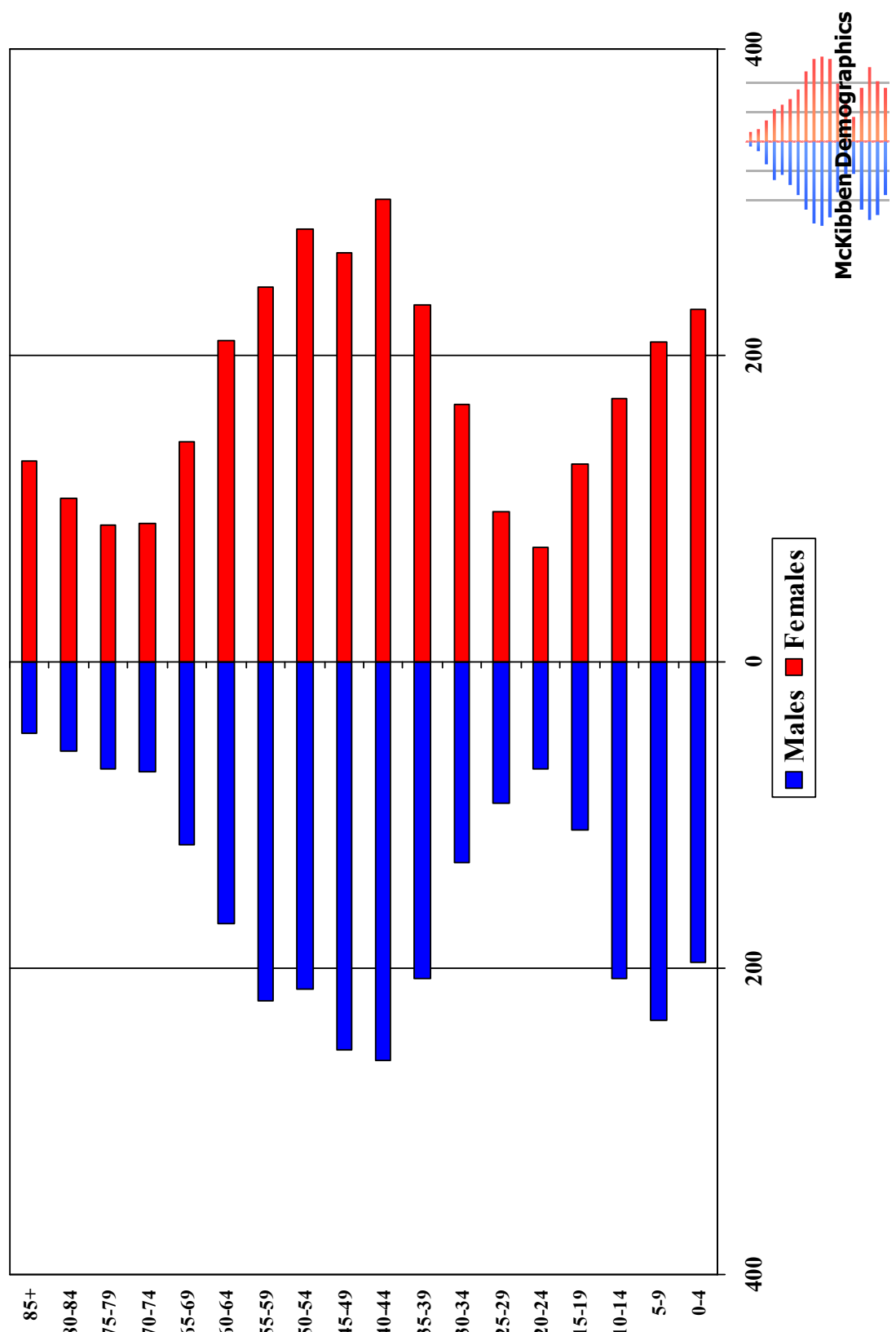
Arlington, Massachusetts Total Population – 2010 Census



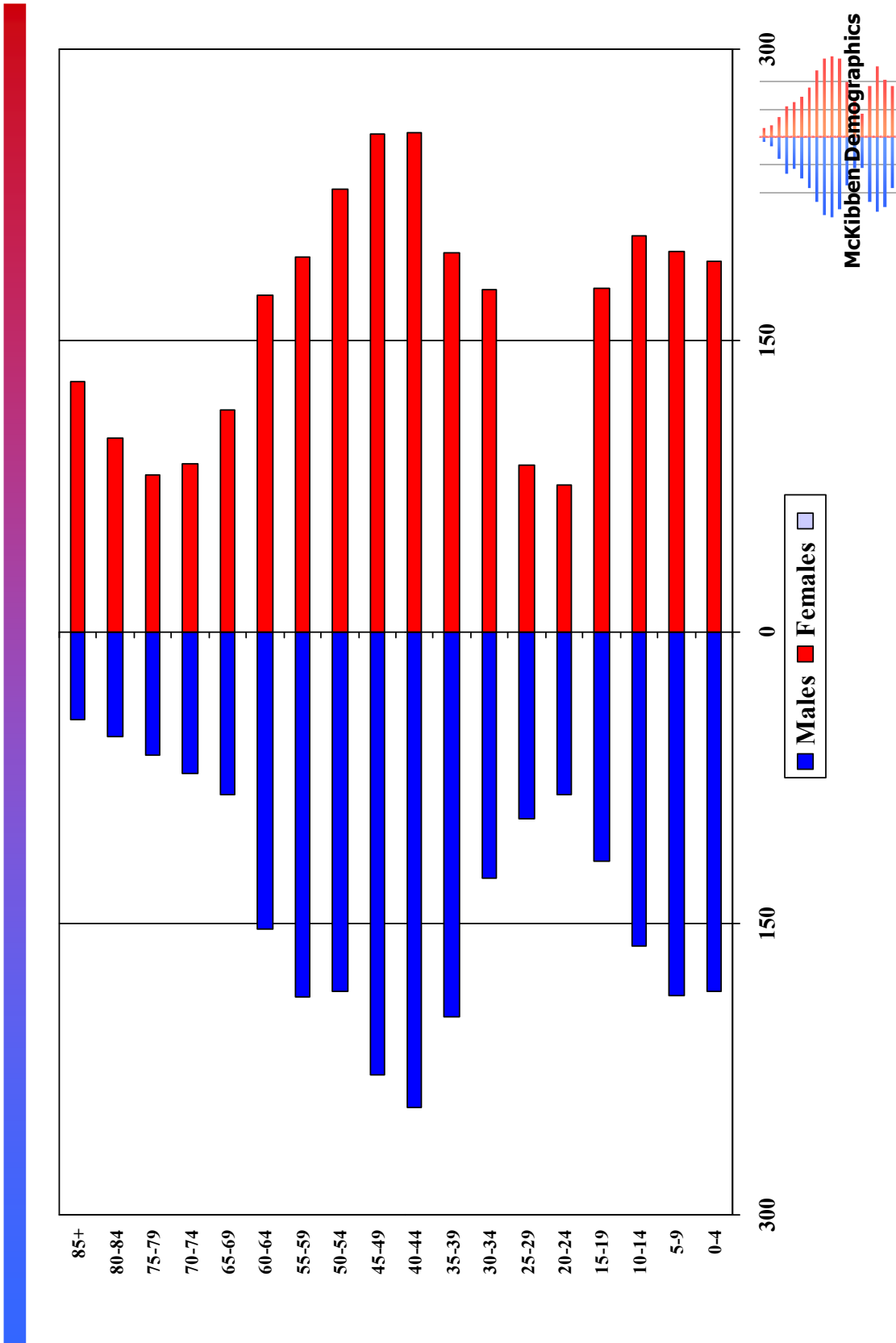
Bishop Area and Buffer Zone – 2010 Census



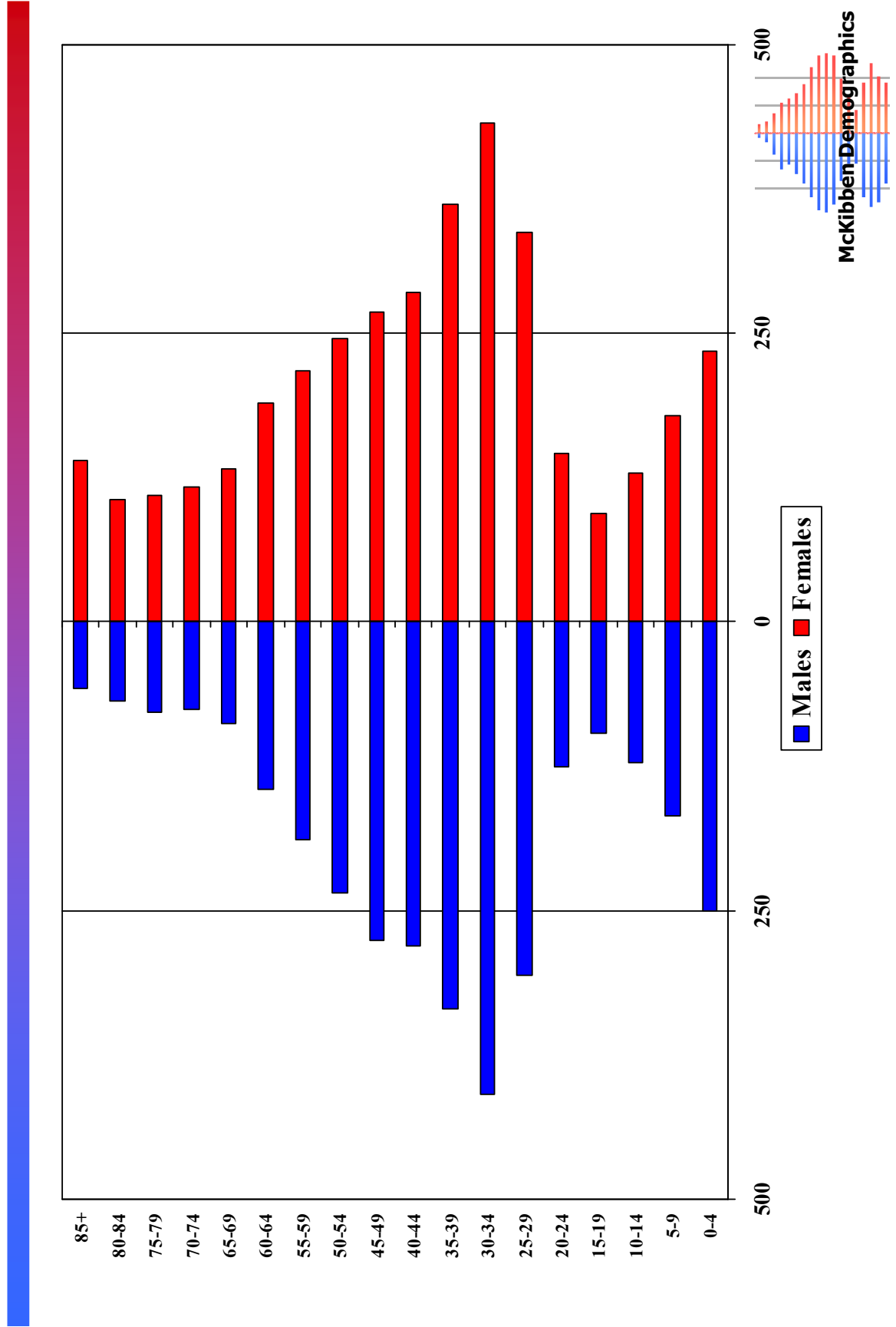
Brackett Area and Buffer Zone – 2010 Census



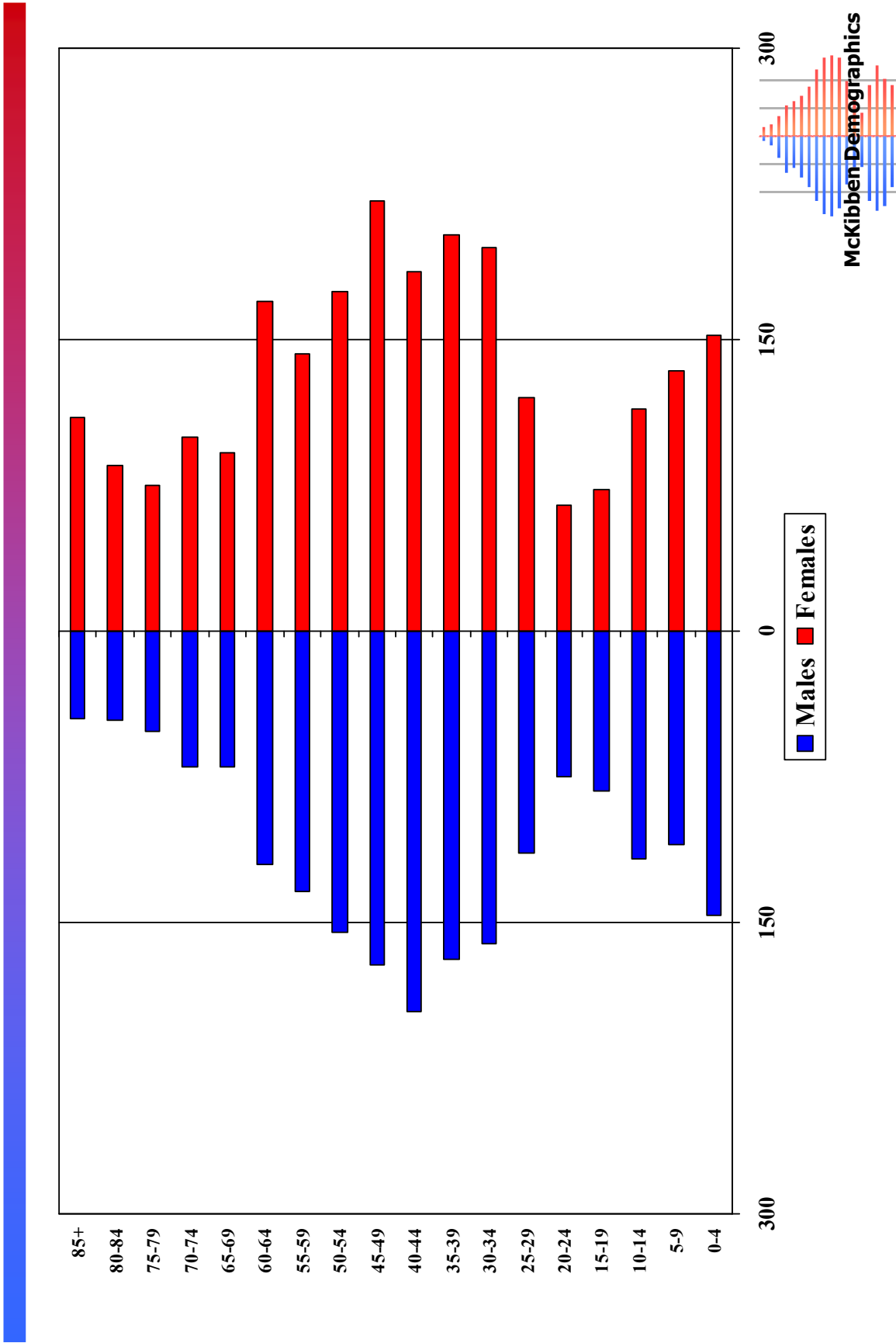
Dallin Area and Buffer Zone – 2010 Census



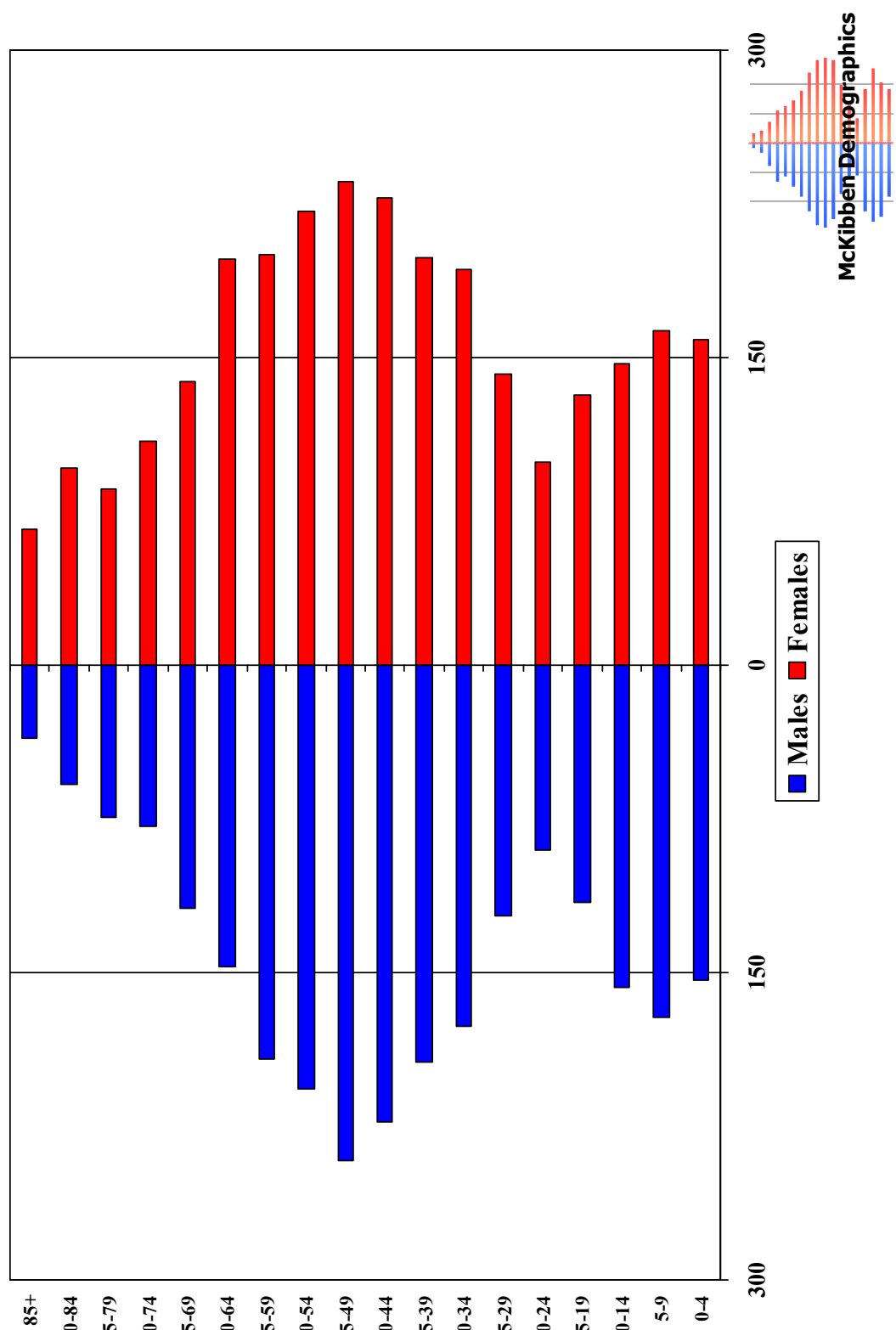
Hardy Area and Buffer Zone – 2010 Census



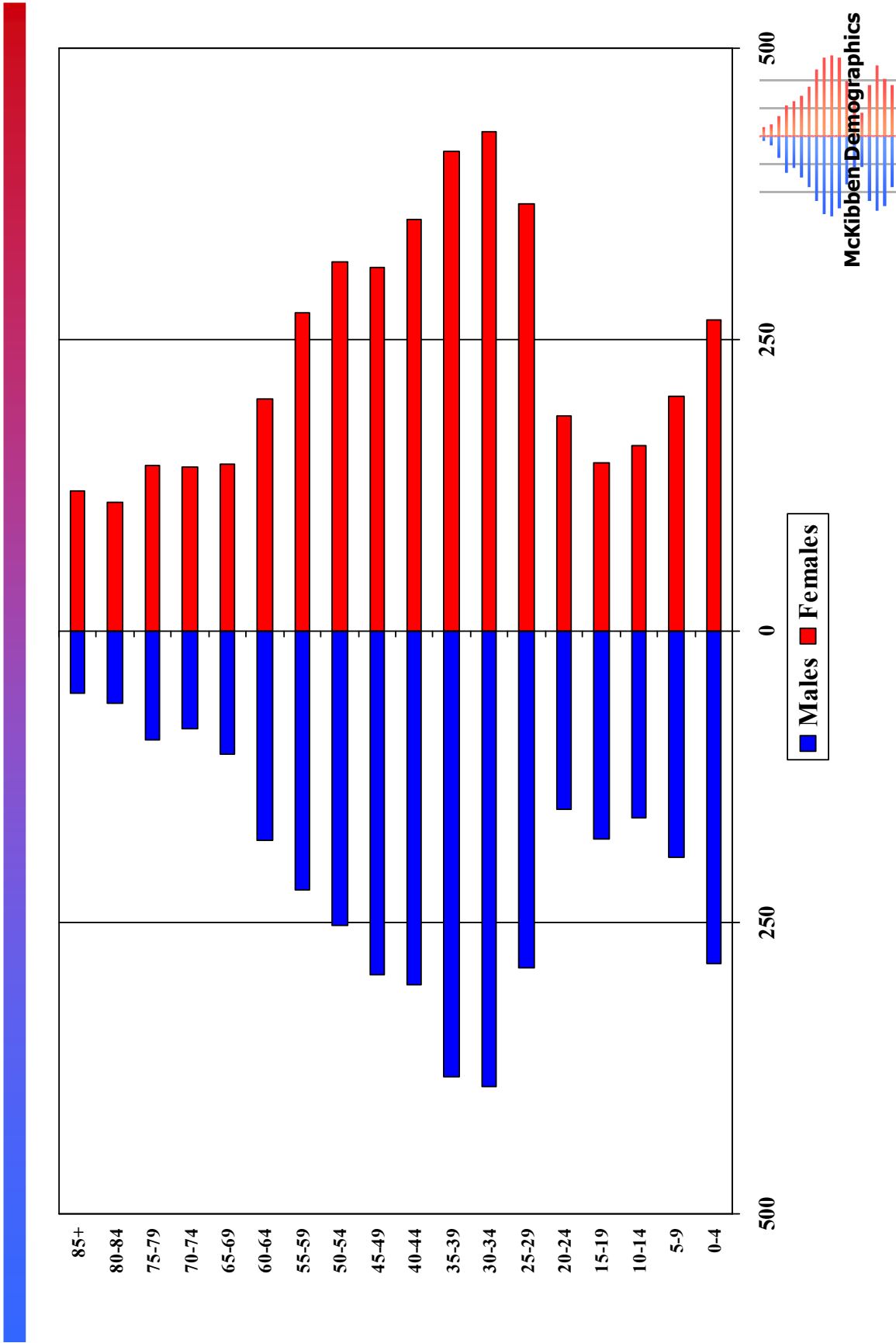
Peirce Area and Buffer Zone – 2010 Census



Stratton Area and Buffer Zone – 2010 Census



Thompson Area and Buffer Zone – 2010 Census



Arlington Public Schools

May 2015

	2010	2015	2020	2025
Males				
0-4	1,402	1,440	1,370	1,240
5-9	1,258	1,470	1,550	1,450
10-14	1,136	1,280	1,500	1,580
15-19	871	930	1,070	1,250
20-24	715	690	740	850
25-29	1,148	1,170	1,170	1,190
30-34	1,580	1,490	1,520	1,480
35-39	1,678	1,540	1,440	1,490
40-44	1,738	1,570	1,410	1,350
45-49	1,731	1,680	1,500	1,370
50-54	1,499	1,700	1,650	1,480
55-59	1,382	1,460	1,640	1,600
60-64	1,133	1,270	1,350	1,540
65-69	743	990	1,120	1,220
70-74	577	620	820	950
75-79	530	420	460	670
80-84	441	360	290	340
85+	342	400	400	330
Total	19,904	20,480	21,000	21,380
Females				
0-4	1,441	1,400	1,310	1,210
5-9	1,277	1,490	1,490	1,390
10-14	1,116	1,310	1,530	1,510
15-19	867	910	1,090	1,290
20-24	732	690	740	870
25-29	1,291	1,200	1,160	1,180
30-34	1,798	1,650	1,560	1,500
35-39	1,832	1,750	1,630	1,530
40-44	1,886	1,730	1,640	1,530
45-49	1,845	1,840	1,680	1,620
50-54	1,761	1,820	1,810	1,670
55-59	1,545	1,730	1,800	1,790
60-64	1,421	1,450	1,630	1,700
65-69	982	1,290	1,310	1,540
70-74	826	880	1,160	1,200
75-79	739	710	750	1,030
80-84	739	580	550	610
85+	842	960	990	960
Total	22,940	23,390	23,830	24,130
Total				
0-4	2,843	2,840	2,680	2,450
5-9	2,535	2,960	3,040	2,840
10-14	2,252	2,590	3,030	3,090
15-19	1,738	1,840	2,160	2,540
20-24	1,447	1,380	1,480	1,720
25-29	2,439	2,370	2,330	2,370
30-34	3,378	3,140	3,080	2,980
35-39	3,510	3,290	3,070	3,020
40-44	3,624	3,300	3,050	2,880
45-49	3,576	3,520	3,180	2,990
50-54	3,260	3,520	3,460	3,150
55-59	2,927	3,190	3,440	3,390
60-64	2,554	2,720	2,980	3,240
65-69	1,725	2,280	2,430	2,760
70-74	1,403	1,500	1,980	2,150
75-79	1,269	1,130	1,210	1,700
80-84	1,180	940	840	950
85+	1,184	1,360	1,390	1,290
Total	42,844	43,870	44,830	45,510
Median Age	41.8	42.3	42.5	43.0
Births	2,440	2,280	2,160	
Deaths	1,940	1,960	2,000	
Natural Increase	500	320	160	
Net Migration	610	620	560	
Change	1,110	940	720	

Differences between period Totals may not equal Change due to rounding.



APPENDIX A

Bishop Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	185	200	210	190
5-9	193	220	240	230
10-14	210	200	230	240
15-19	169	180	170	200
20-24	118	120	130	130
25-29	128	150	150	160
30-34	185	170	190	180
35-39	194	210	190	210
40-44	229	190	200	190
45-49	265	230	190	200
50-54	251	260	220	190
55-59	237	240	250	220
60-64	218	220	220	230
65-69	159	190	190	200
70-74	123	130	160	160
75-79	99	90	100	130
80-84	93	60	60	70
85+	57	70	60	50
Total	3,113	3,130	3,160	3,180
Females				
0-4	208	200	200	180
5-9	195	240	230	230
10-14	191	210	250	240
15-19	117	160	170	220
20-24	86	70	110	140
25-29	140	120	100	140
30-34	203	180	160	130
35-39	228	220	210	180
40-44	277	230	220	210
45-49	286	280	230	220
50-54	292	280	270	220
55-59	273	290	280	270
60-64	282	250	270	260
65-69	218	260	230	250
70-74	182	200	240	210
75-79	156	160	170	210
80-84	135	120	120	130
85+	145	160	170	170
Total	3,615	3,630	3,630	3,610
Total				
0-4	393	400	410	370
5-9	388	460	470	460
10-14	401	410	480	480
15-19	286	340	340	420
20-24	204	190	240	270
25-29	269	270	250	300
30-34	388	350	350	310
35-39	422	430	400	390
40-44	506	420	420	400
45-49	551	510	420	420
50-54	543	540	490	410
55-59	509	530	530	490
60-64	500	470	490	490
65-69	377	450	420	450
70-74	305	330	400	370
75-79	254	250	270	340
80-84	229	180	180	200
85+	202	230	230	220
Total	6,728	6,760	6,790	6,790
Median Age	46.0	46.1	45.4	44.9
Births	290	280	280	280
Deaths	360	360	360	360
Natural Increase	-70	-80	-80	-80
Net Migration	110	110	90	90
Change	40	30	10	10

Differences between period Totals may not equal Change due to rounding.

Brackett Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	196	200	190	180
5-9	234	220	240	230
10-14	207	240	230	250
15-19	110	160	190	170
20-24	70	60	100	120
25-29	92	100	90	130
30-34	131	110	120	110
35-39	207	160	140	150
40-44	260	220	160	160
45-49	253	260	220	160
50-54	214	250	250	220
55-59	221	210	240	240
60-64	171	200	190	220
65-69	119	150	180	170
70-74	72	100	120	150
75-79	70	50	70	100
80-84	58	40	30	50
85+	47	50	50	40
Total	2,733	2,780	2,810	2,850
Females				
0-4	230	190	190	180
5-9	209	250	230	220
10-14	172	220	260	240
15-19	129	120	160	200
20-24	75	80	70	90
25-29	98	100	110	100
30-34	168	120	130	130
35-39	233	200	150	160
40-44	302	250	200	170
45-49	267	300	250	200
50-54	283	260	300	250
55-59	245	280	260	290
60-64	210	230	260	240
65-69	144	190	210	240
70-74	90	130	170	190
75-79	89	70	100	150
80-84	107	70	50	90
85+	131	150	140	120
Total	3,182	3,210	3,240	3,260
Total				
0-4	427	390	380	360
5-9	443	470	470	450
10-14	380	460	490	490
15-19	239	280	350	370
20-24	145	140	170	210
25-29	191	200	200	230
30-34	300	230	250	240
35-39	439	360	290	310
40-44	562	470	360	330
45-49	520	560	470	360
50-54	497	510	550	470
55-59	466	490	500	530
60-64	380	430	450	460
65-69	262	340	390	410
70-74	162	230	290	340
75-79	159	120	170	250
80-84	165	110	80	140
85+	178	200	190	160
Total	5,915	5,990	6,050	6,110
Median Age	43.5	44.9	45.7	45.9
Births	250	220	220	220
Deaths	270	270	270	270
Natural Increase	-20	-50	-50	-50
Net Migration	100	110	100	100
Change	80	60	50	50

Differences between period Totals may not equal Change due to rounding.

APPENDIX A

Dallin Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	185	180	180	170
5-9	187	210	210	200
10-14	162	190	220	220
15-19	118	140	170	190
20-24	84	50	70	100
25-29	96	100	70	90
30-34	127	140	150	110
35-39	198	160	170	170
40-44	245	200	160	170
45-49	228	240	190	150
50-54	185	220	240	190
55-59	188	180	220	230
60-64	153	170	160	210
65-69	84	130	150	150
70-74	73	70	110	130
75-79	63	50	50	90
80-84	54	40	30	30
85+	45	50	50	40
Total	2,473	2,520	2,600	2,640
Females				
0-4	191	180	170	170
5-9	196	210	210	190
10-14	204	200	220	210
15-19	177	180	180	200
20-24	76	110	120	110
25-29	86	90	130	130
30-34	176	130	140	170
35-39	195	210	170	170
40-44	257	190	210	160
45-49	256	260	190	210
50-54	228	250	250	190
55-59	193	220	250	250
60-64	173	180	210	240
65-69	114	160	160	200
70-74	87	100	140	150
75-79	81	70	80	120
80-84	100	60	50	60
85+	129	140	130	120
Total	2,918	2,940	3,010	3,050
Total				
0-4	376	360	350	340
5-9	382	420	420	390
10-14	366	390	440	430
15-19	295	320	350	390
20-24	160	160	190	210
25-29	181	190	200	220
30-34	303	270	290	280
35-39	393	370	340	340
40-44	501	390	370	330
45-49	484	500	380	360
50-54	413	470	490	380
55-59	381	400	470	480
60-64	326	350	370	450
65-69	197	290	310	350
70-74	160	170	250	280
75-79	144	120	130	210
80-84	155	100	80	90
85+	174	190	180	160
Total	5,391	5,460	5,610	5,690
Median Age	42.4	43.2	43.0	43.7
Births	280	280	270	
Deaths	250	240	240	
Natural Increase	30	40	30	
Net Migration	80	80	70	
Change	110	120	100	

Differences between period Totals may not equal Change due to rounding.

Hardy Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	250	260	240	210
5-9	168	250	260	240
10-14	122	160	240	250
15-19	96	100	130	200
20-24	125	140	140	150
25-29	306	280	300	280
30-34	409	360	340	350
35-39	335	350	300	290
40-44	281	270	280	250
45-49	276	250	240	280
50-54	234	270	240	230
55-59	189	230	260	240
60-64	145	170	220	250
65-69	88	130	150	200
70-74	76	70	100	130
75-79	78	50	50	80
80-84	69	50	30	40
85+	57	70	60	50
Total	3,305	3,460	3,580	3,720
Females				
0-4	234	250	230	200
5-9	179	230	250	230
10-14	129	170	220	240
15-19	94	110	140	190
20-24	146	130	150	160
25-29	338	310	290	290
30-34	432	400	370	350
35-39	362	370	340	310
40-44	285	300	310	290
45-49	268	250	270	310
50-54	245	270	250	270
55-59	218	240	260	250
60-64	190	200	230	250
65-69	133	170	180	230
70-74	117	120	150	170
75-79	110	100	100	130
80-84	106	80	70	80
85+	140	150	150	140
Total	3,725	3,850	3,960	4,090
Total				
0-4	485	510	470	410
5-9	347	480	510	470
10-14	251	330	460	490
15-19	191	210	270	390
20-24	271	270	290	310
25-29	644	590	590	570
30-34	841	760	710	700
35-39	697	720	640	600
40-44	566	570	590	540
45-49	544	500	510	590
50-54	479	540	490	500
55-59	406	470	520	490
60-64	335	370	450	500
65-69	220	300	330	430
70-74	193	190	250	300
75-79	187	150	150	210
80-84	175	130	100	120
85+	197	220	210	190
Total	7,031	7,310	7,540	7,810
Median Age	38.5	38.5	38.7	39.7
Births	480	440	440	440
Deaths	290	290	280	280
Natural Increase	190	150	160	160
Net Migration	100	100	90	90
Change	290	250	250	250

Differences between period Totals may not equal Change due to rounding.



APPENDIX A

Peirce Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	146	140	130	120
5-9	110	130	130	120
10-14	117	110	130	130
15-19	82	90	90	110
20-24	75	60	70	70
25-29	114	130	120	120
30-34	161	170	190	170
35-39	169	150	160	180
40-44	196	170	150	160
45-49	172	190	160	140
50-54	155	170	190	160
55-59	134	150	160	180
60-64	120	120	140	150
65-69	70	110	110	120
70-74	70	60	90	90
75-79	52	50	40	70
80-84	46	40	40	30
85+	45	50	50	40
Total	2,033	2,090	2,150	2,160
Females				
0-4	152	140	120	120
5-9	134	140	120	110
10-14	114	130	140	120
15-19	73	90	110	120
20-24	65	60	70	90
25-29	120	130	120	120
30-34	197	180	180	170
35-39	204	180	170	170
40-44	185	200	180	170
45-49	221	180	200	180
50-54	175	220	180	200
55-59	143	170	220	180
60-64	170	130	160	200
65-69	92	160	120	150
70-74	100	80	140	110
75-79	75	90	70	130
80-84	85	60	70	60
85+	110	120	120	120
Total	2,415	2,460	2,490	2,520
Total				
0-4	299	280	250	240
5-9	244	270	250	230
10-14	231	240	270	250
15-19	155	180	200	230
20-24	140	120	140	160
25-29	234	260	240	240
30-34	358	350	370	340
35-39	372	330	330	350
40-44	381	370	330	330
45-49	393	370	360	320
50-54	330	390	370	360
55-59	278	320	380	360
60-64	290	250	300	350
65-69	162	270	230	270
70-74	169	140	230	200
75-79	127	140	110	200
80-84	131	100	110	90
85+	155	170	170	160
Total	4,448	4,550	4,640	4,680
Median Age	42.5	43.3	44.1	44.5
Births	280	250	240	
Deaths	220	220	230	
Natural Increase	60	30	10	
Net Migration	60	60	50	
Change	120	90	60	

Differences between period Totals may not equal Change due to rounding.

Stratton Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	154	180	160	140
5-9	172	190	210	190
10-14	157	180	190	220
15-19	116	130	150	170
20-24	90	70	90	100
25-29	122	120	100	120
30-34	176	160	150	130
35-39	194	170	160	160
40-44	223	190	170	150
45-49	242	220	190	160
50-54	207	240	220	190
55-59	192	200	230	210
60-64	147	180	190	220
65-69	119	130	160	180
70-74	79	100	110	140
75-79	74	60	80	90
80-84	58	60	50	60
85+	36	50	60	50
Total	2,559	2,630	2,670	2,680
Females				
0-4	159	170	150	140
5-9	163	190	200	180
10-14	147	170	200	210
15-19	132	120	150	170
20-24	99	90	80	90
25-29	142	130	110	110
30-34	193	180	160	150
35-39	199	190	180	170
40-44	228	200	190	180
45-49	236	230	200	180
50-54	221	230	220	200
55-59	200	220	230	220
60-64	198	190	210	220
65-69	138	180	170	200
70-74	109	120	170	160
75-79	86	90	110	150
80-84	96	70	80	90
85+	66	100	110	120
Total	2,812	2,870	2,920	2,940
Total				
0-4	312	350	310	280
5-9	335	380	410	370
10-14	305	350	390	430
15-19	248	250	300	340
20-24	189	160	170	190
25-29	264	250	210	230
30-34	369	340	310	280
35-39	393	360	340	330
40-44	450	390	360	330
45-49	478	450	390	340
50-54	428	470	440	390
55-59	392	420	460	430
60-64	346	370	400	440
65-69	257	310	330	380
70-74	188	220	280	300
75-79	161	150	190	240
80-84	153	130	130	150
85+	102	150	170	170
Total	5,371	5,500	5,590	5,620
Median Age	43.0	44.0	44.9	45.4
Births	300	280	240	
Deaths	240	250	270	
Natural Increase	60	30	-30	
Net Migration	70	60	60	
Change	130	90	30	

Differences between period Totals may not equal Change due to rounding.

APPENDIX A

Thompson Elementary

May 2015

	2010	2015	2020	2025
Males				
0-4	285	280	260	230
5-9	194	250	260	240
10-14	160	200	260	270
15-19	179	130	170	210
20-24	153	190	140	180
25-29	289	290	340	290
30-34	391	380	380	430
35-39	382	340	320	330
40-44	304	330	290	270
45-49	295	290	310	280
50-54	253	290	290	300
55-59	222	250	280	280
60-64	180	210	230	260
65-69	105	150	180	200
70-74	84	90	130	150
75-79	94	70	70	110
80-84	62	70	50	60
85+	54	60	70	60
Total	3,687	3,870	4,030	4,150
Females				
0-4	267	270	250	220
5-9	202	230	250	230
10-14	159	210	240	250
15-19	144	130	180	190
20-24	185	150	140	190
25-29	366	320	300	290
30-34	429	460	420	400
35-39	411	380	410	370
40-44	353	360	330	350
45-49	312	340	340	320
50-54	317	310	340	340
55-59	273	310	300	330
60-64	199	270	290	290
65-69	143	170	240	270
70-74	141	130	150	210
75-79	142	130	120	140
80-84	110	120	110	100
85+	120	140	170	170
Total	4,273	4,430	4,580	4,660
Total				
0-4	552	550	510	450
5-9	396	480	510	470
10-14	319	410	500	520
15-19	323	260	350	400
20-24	338	340	280	370
25-29	656	610	640	580
30-34	820	840	800	830
35-39	793	720	730	700
40-44	658	690	620	620
45-49	607	630	650	600
50-54	570	600	630	640
55-59	495	560	580	610
60-64	378	480	520	550
65-69	248	320	420	470
70-74	225	220	280	360
75-79	237	200	190	250
80-84	172	190	160	160
85+	174	200	240	230
Total	7,960	8,300	8,610	8,810
Median Age	38.6	39.6	39.9	40.7
Births	560	530	470	
Deaths	310	330	350	
Natural Increase	250	200	120	
Net Migration	90	100	100	
Change	340	300	220	

Differences between period Totals may not equal Change due to rounding.

Arlington Public Schools: Total District Enrollment

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
PK	57	48	54	55	57	57	57	57	57	57	57	57	57	57	57
K	448	450	454	471	516	548	529	513	500	491	489	478	474	466	467
1	441	455	460	472	482	540	570	551	534	520	510	503	492	487	479
2	433	427	446	474	465	479	537	566	548	531	523	512	505	494	489
3	395	429	418	458	477	464	477	533	562	544	534	526	514	508	497
4	427	390	424	428	459	490	476	489	544	572	554	545	537	524	517
5	360	415	386	423	428	454	484	472	484	538	574	556	548	540	527
Total: PK-5	2561	2614	2642	2781	2884	3032	3130	3181	3229	3253	3241	3177	3127	3076	3033
6	344	349	374	352	397	398	422	450	439	450	495	528	512	504	497
7	347	331	328	385	341	389	390	414	441	430	437	480	512	497	489
8	360	346	326	317	369	334	381	382	406	432	417	424	466	497	482
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
9	297	300	313	280	306	332	301	343	344	365	380	367	373	410	437
10	318	297	298	313	289	309	335	304	346	347	367	382	369	375	412
11	286	331	296	303	310	292	312	338	307	349	348	368	383	370	376
12	295	290	326	289	312	313	295	315	341	310	351	350	370	385	372
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Total: PK-12	4808	4858	4903	5020	5208	5399	5566	5727	5853	5936	6036	6076	6112	6114	6098
Total: PK-12	4808	4858	4903	5020	5208	5399	5566	5727	5853	5936	6036	6076	6112	6114	6098
Change		50	45	117	188	191	167	161	126	83	100	40	36	2	-16
%-Change		1.0%	0.9%	2.4%	3.7%	3.7%	3.1%	2.9%	2.2%	1.4%	1.7%	0.7%	0.6%	0.0%	-0.3%
Total: PK-5	2561	2614	2642	2781	2884	3032	3130	3181	3229	3253	3241	3177	3127	3076	3033
Change		53	28	139	103	148	98	51	48	24	-12	-64	-50	-51	-43
%-Change		2.1%	1.1%	5.3%	3.7%	5.1%	3.2%	1.6%	1.5%	0.7%	-0.4%	-2.0%	-1.6%	-1.6%	-1.4%
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
Change		-25	2	26	53	14	72	53	40	26	37	83	58	8	-30
%-Change		-2.4%	0.2%	2.5%	5.0%	1.3%	6.4%	4.4%	3.2%	2.0%	2.8%	6.2%	4.1%	0.5%	-2.0%
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Change		22	15	-48	32	29	-3	57	38	33	75	21	28	45	57
%-Change		1.8%	1.2%	-3.9%	2.7%	2.4%	-0.2%	4.6%	2.9%	2.5%	5.5%	1.5%	1.9%	3.0%	3.7%

Brackett Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	84	84	64	82	97	101	97	94	91	89	88	85	84	83	82
1	67	90	89	73	83	102	105	101	98	95	93	91	88	87	86
2	80	70	87	88	68	81	100	103	99	96	94	92	90	87	86
3	64	73	74	89	92	69	82	101	104	100	98	96	94	92	89
4	76	64	71	77	88	93	70	83	102	105	102	100	98	96	94
5	73	72	64	72	69	85	90	68	81	99	103	100	98	96	94
Total K-5	444	453	449	481	497	531	544	550	575	584	578	564	552	541	531
Total K-5	444	453	449	481	497	531	544	550	575	584	578	564	552	541	531
Change		9	-4	32	16	34	13	6	25	9	-6	-14	-12	-11	-10
% Change		2.0%	-0.9%	7.1%	3.3%	6.8%	2.4%	1.1%	4.5%	1.6%	-1.0%	-2.4%	-2.1%	-2.0%	-1.8%



APPENDIX A

Bishop Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	68	70	58	65	68	70	68	65	63	62	65	65	66	66	67
1	55	68	76	64	72	71	75	73	70	68	67	68	68	69	69
2	72	54	65	76	68	73	72	76	74	71	70	69	70	70	71
3	64	73	59	71	76	71	76	75	79	77	75	74	73	74	74
4	60	64	76	59	72	77	72	77	76	80	79	77	76	75	76
5	44	57	66	77	59	71	76	71	76	75	81	80	79	78	77
Total K-5	363	386	400	412	415	433	439	437	438	433	437	433	432	432	434
Total K-5	363	386	400	412	415	433	439	437	438	433	437	433	432	432	434
Change		23	14	12	3	18	6	-2	1	-5	4	-4	-1	0	2
% Change		6.3%	3.6%	3.0%	0.7%	4.3%	1.4%	-0.5%	0.2%	-1.1%	0.9%	-0.9%	-0.2%	0.0%	0.5%

Dallin Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	86	74	67	82	74	78	76	74	74	73	73	72	71	70	68
1	74	94	75	68	78	76	80	78	76	75	74	74	73	72	71
2	70	73	96	77	66	79	77	81	79	77	77	75	75	74	73
3	63	70	71	94	76	65	77	75	79	77	76	76	74	74	73
4	67	62	70	76	89	77	66	78	76	80	79	78	78	75	75
5	64	63	64	70	73	87	75	65	76	74	79	78	77	77	74
Total K-5	424	436	443	467	456	462	451	451	460	456	458	453	448	442	434
Total K-5	424	436	443	467	456	462	451	451	460	456	458	453	448	442	434
Change		12	7	24	-11	6	-11	0	9	-4	2	-5	-5	-6	-8
% Change		2.8%	1.6%	5.4%	-2.4%	1.3%	-2.4%	0.0%	2.0%	-0.9%	0.4%	-1.1%	-1.1%	-1.3%	-1.8%

Hardy Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	42	64	67	65	82	89	85	83	81	80	80	78	77	76	73
1	65	46	62	67	69	86	93	89	86	84	83	82	80	79	78
2	57	65	47	71	68	70	87	94	90	87	86	85	84	82	81
3	69	58	59	49	68	67	69	85	92	88	86	85	84	83	81
4	56	64	55	58	46	65	64	66	81	87	84	83	82	81	80
5	40	56	60	53	59	45	63	62	64	79	85	82	81	80	79
Total K-5	329	353	350	363	392	422	461	479	494	505	504	495	488	481	472
Total K-5	329	353	350	363	392	422	461	479	494	505	504	495	488	481	472
Change		24	-3	13	29	30	39	18	15	11	-1	-9	-7	-7	-9
% Change		7.3%	-0.8%	3.7%	8.0%	7.7%	9.2%	3.9%	3.1%	2.2%	-0.2%	-1.8%	-1.4%	-1.4%	-1.9%

Peirce Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	44	50	51	44	47	44	43	42	41	40	40	39	39	38	40
1	50	46	52	46	44	46	45	44	43	42	41	41	40	40	39
2	47	45	44	47	44	41	43	42	41	40	40	39	39	38	38
3	40	53	43	41	47	42	39	41	40	39	39	39	38	38	37
4	47	39	52	42	43	56	50	47	49	48	41	41	41	40	40
5	38	50	35	50	42	42	55	49	46	48	49	42	42	42	41
Total K-5	266	283	277	270	267	271	275	265	260	257	250	241	239	236	235
Total K-5	266	283	277	270	267	271	275	265	260	257	250	241	239	236	235
Change		17	-6	-7	-3	4	4	-10	-5	-3	-7	-9	-2	-3	-1
% Change		6.4%	-2.1%	-2.5%	-1.1%	1.5%	1.5%	-3.6%	-1.9%	-1.2%	-2.7%	-3.6%	-0.8%	-1.3%	-0.4%

Stratton Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	59	52	62	66	67	74	72	70	68	67	66	65	64	62	64
1	69	53	57	63	68	70	77	75	73	71	70	68	67	66	64
2	62	65	56	66	69	71	74	81	79	77	75	74	72	71	70
3	43	56	66	61	68	70	72	75	82	80	79	77	75	73	72
4	58	49	54	67	66	71	73	75	78	85	84	83	81	79	77
5	52	59	48	52	70	67	72	74	76	79	87	86	85	83	81
Total K-5	343	334	343	375	408	423	440	450	456	459	461	453	444	434	428
Total K-5	343	334	343	375	408	423	440	450	456	459	461	453	444	434	428
Change		-9	9	32	33	15	17	10	6	3	2	-8	-9	-10	-6
% Change		-2.6%	2.7%	9.3%	8.8%	3.7%	4.0%	2.3%	1.3%	0.7%	0.4%	-1.7%	-2.0%	-2.3%	-1.4%

Thompson Elementary

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	65	56	85	67	81	92	88	85	82	80	77	74	73	71	73
1	61	58	49	91	68	89	95	91	88	85	82	79	76	74	72
2	45	55	51	49	82	64	84	89	86	83	81	78	75	72	70
3	52	46	46	53	50	80	62	81	86	83	81	79	76	74	71
4	63	48	46	49	55	51	81	63	82	87	85	83	81	78	75
5	49	58	49	49	56	57	53	83	65	84	90	88	86	84	81
Total K-5	335	321	326	358	392	433	463	492	489	502	496	481	467	453	442
Total K-5	335	321	326	358	392	433	463	492	489	502	496	481	467	453	442
Change		-14	5	32	34	41	30	29	-3	13	-6	-15	-14	-14	-11
% Change		-4.2%	1.6%	9.8%	9.5%	10.5%	6.9%	6.3%	-0.6%	2.7%	-1.2%	-3.0%	-2.9%	-3.0%	-2.4%

APPENDIX A

Ottoson Middle School

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
6	344	349	374	352	397	398	422	450	439	450	495	528	512	504	497
7	347	331	328	385	341	389	390	414	441	430	437	480	512	497	489
8	360	346	326	317	369	334	381	382	406	432	417	424	466	497	482
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
Total: 6-8	1051	1026	1028	1054	1107	1121	1193	1246	1286	1312	1349	1432	1490	1498	1468
Change		-25	2	26	53	14	72	53	40	26	37	83	58	8	-30
% Change		-2.4%	0.2%	2.5%	5.0%	1.3%	6.4%	4.4%	3.2%	2.0%	2.8%	6.2%	4.1%	0.5%	-2.0%

Arlington High School

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
9	297	300	313	280	306	332	301	343	344	365	380	367	373	410	437
10	318	297	298	313	289	309	335	304	346	347	367	382	369	375	412
11	286	331	296	303	310	292	312	338	307	349	348	368	383	370	376
12	295	290	326	289	312	313	295	315	341	310	351	350	370	385	372
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Total: 9-12	1196	1218	1233	1185	1217	1246	1243	1300	1338	1371	1446	1467	1495	1540	1597
Change		22	15	-48	32	29	-3	57	38	33	75	21	28	45	57
% Change		1.8%	1.2%	-3.9%	2.7%	2.4%	-0.2%	4.6%	2.9%	2.5%	5.5%	1.5%	1.9%	3.0%	3.7%

APPENDIX B

ARLINGTON PUBLIC SCHOOLS - APPENDIX B																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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ARLINGTON PUBLIC SCHOOLS - APPENDIX C																					
CAPACITY/USE:																					
SCHOOL	PROGRAM SPACE USE AS OF SCHOOL YEAR 2014-15:						Specialists*	Notes:				SF**	ACRES**	25 /CR =	Forecast 2019-20		Diff.	22 /CR =	Forecast 2019-20		Diff.
1 BISHOP	3 Ks	15 CRs	Art	Music		Computer	-	1 Specialist				57,762	2.081		450	433	-17		396	433	37
2 BRACKETT	3 Ks	20 CRs ^a	Art	Music	-		ASP ^a	2 Specialists	[^a note: 1 CR as K, 2 CR as SLC, 1CR as ASP]			72,000	3.106		575	584	9		506	584	78
3 DALLIN	4 Ks	15 CRs	Art	Music	-		-	5 Specialists				69,136	1.365		475	456	-19		418	456	38
4 HARDY	4 Ks	14 CRs	Art	Music		Computer	2 ASP	3 Specialists + Teacher's Wkrm				55,021	2.540		450	505	55		396	505	109
5 PEIRCE	3 Ks ^b	12 CRs	Art	Music		Computer	ASP	1 Specialists	[^b note: 1K as Daycare]			39,000	2.522		375	257	-118		330	257	-73
6 STRATTON	3 Ks	15 CRs	Art	Music		Computer	2 ASP	8 Specialists				68,200	3.838		450	459	9		396	459	63
7 THOMPSON	4 Ks	15 CRs	Art	Music ^c	-		ASP ^c	3 Specialists	[^c note: Music on Stage; ASP in 1 K]			57,000	3.116		475	502	27		418	502	84
M OTTOSON MIDDLE	16-6th;13-7th;13-8th		2 Art	4 Music		2 Comp,3 Tech Labs,6 Lang,3 FACS,4 SPED						226,911	7.149								
H ARLINGTON HIGH	46 CRs, 11 Sci, 4 Art, 1 Music, 4 Shops, ~2 Consumer Sci, + LABB, + Preschool											394,426	7.835								
												** Town of Arlington GIS			3250	3196	-54		2860	3196	336
								* Specialists include the wide range of programs other than													
								those identified on the chart and the Gym/Café/Library,													
								and may include Supported Learning Programs.													
								Of note, the quantity indicates a single space or multiple spaces													
								that if combined would accommodate a general classroom.													
								Any displaced program would require space found elsewhere.													

District:	Arlington
School Name:	Bishop Elementary School
Address:	25 Columbia Road Arlington, MA 02474
School Hours:	
In-session Contact:	Stephen Carme (781) 316-3791
Off-Hours Contact:	
Approach Hazards:	Primary; Arlington High School; Secondary; Stratton School
Notes:	

BISHOP
1st Floor

Side C

1st Floor

Side B

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



Side A

District:	Arlington
School Name:	Bishop Elementary School
Address:	25 Columbia Road Arlington, MA 02474
School Hours:	
In-session Contact:	Stephen Carme (781) 316-3791
Off-Hours Contact:	
Approach Hazards:	Primary; Arlington High School; Secondary; Stratton School
Notes:	

Side C

BISHOP
1st Floor

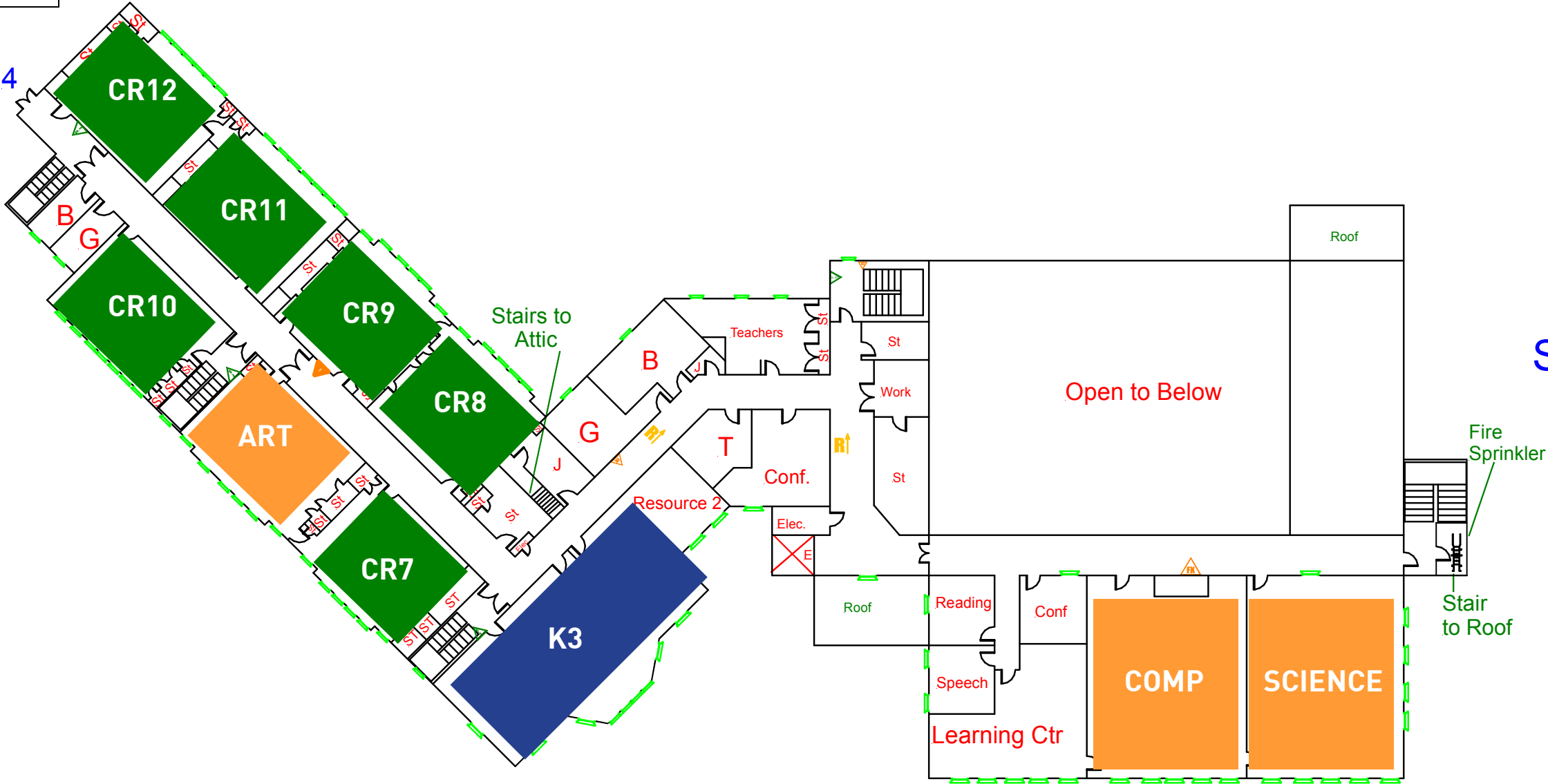
2nd Floor

Side B

Side D

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



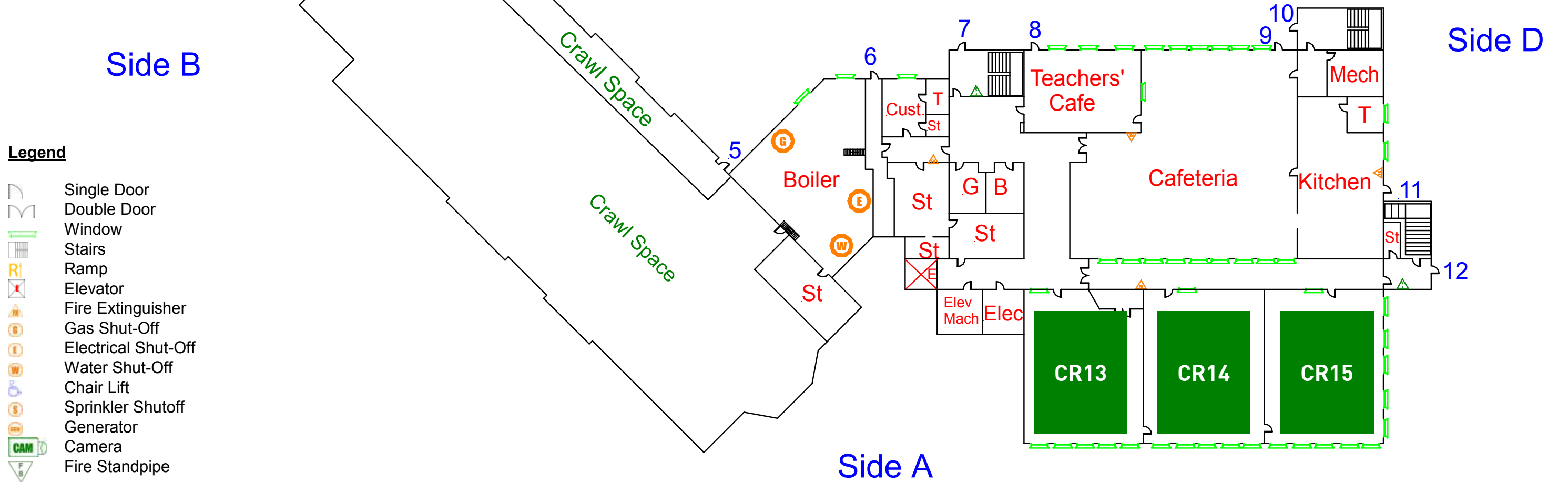
Side A



District:	Arlington
School Name:	Bishop Elementary School
Address:	25 Columbia Road Arlington, MA 02474
School Hours:	
In-session Contact:	Stephen Carme (781) 316-3791
Off-Hours Contact:	
Approach Hazards:	Primary; Arlington High School; Secondary; Stratton School
Notes:	

BISHOP
Ground Floor

Ground Floor



- Legend**
- Single Door
 - Double Door
 - Window
 - Stairs
 - Ramp
 - Elevator
 - Fire Extinguisher
 - Gas Shut-Off
 - Electrical Shut-Off
 - Water Shut-Off
 - Chair Lift
 - Sprinkler Shutoff
 - Generator
 - Camera
 - Fire Standpipe

District:	Alrlington
School Name:	Brackett Elementary School
Address:	66 Eastern Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Stephanie Zerchykov (781) 316-3702
Off-Hours Contact:	
Approach Hazards:	
Notes:	

1st Floor

Side B

Side C

BRACKETT
1st Floor

Side D

Legend

Single Door

Double Door

Window

Stairs

Ramp

Elevator

Fire Extinguisher

Gas Shut-Off

Electrical Shut-Off

Water Shut-Off

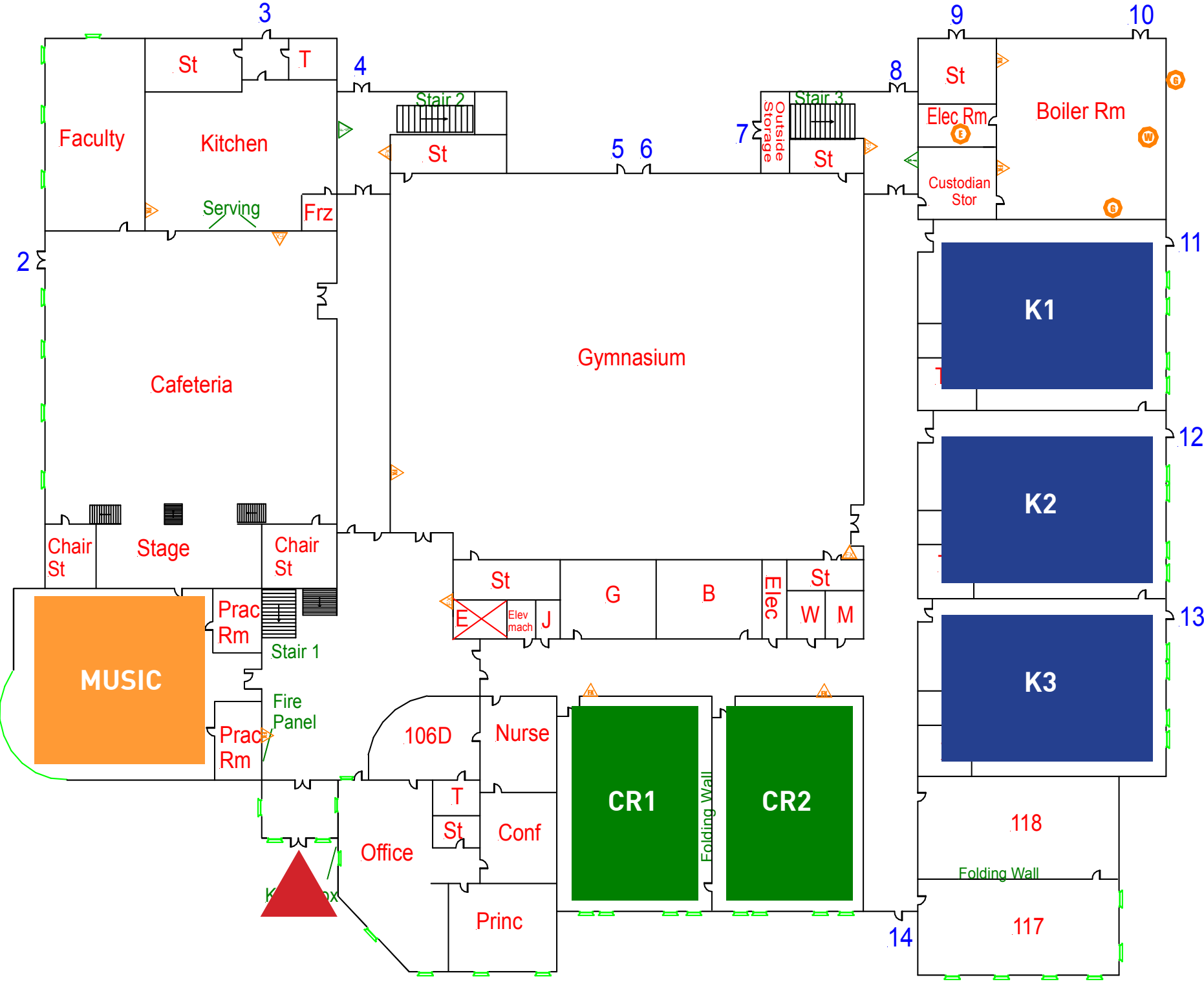
Chair Lift

Sprinkler Shutoff

Generator

Camera

Fire Standpipe



Side A


















District:	Arlington
School Name:	Brackett Elementary School
Address:	66 Eastern Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Stephanie Zerchykov (781) 316-3702
Off-Hours Contact:	
Approach Hazards:	
Notes:	

2nd Floor

Side B

Legend

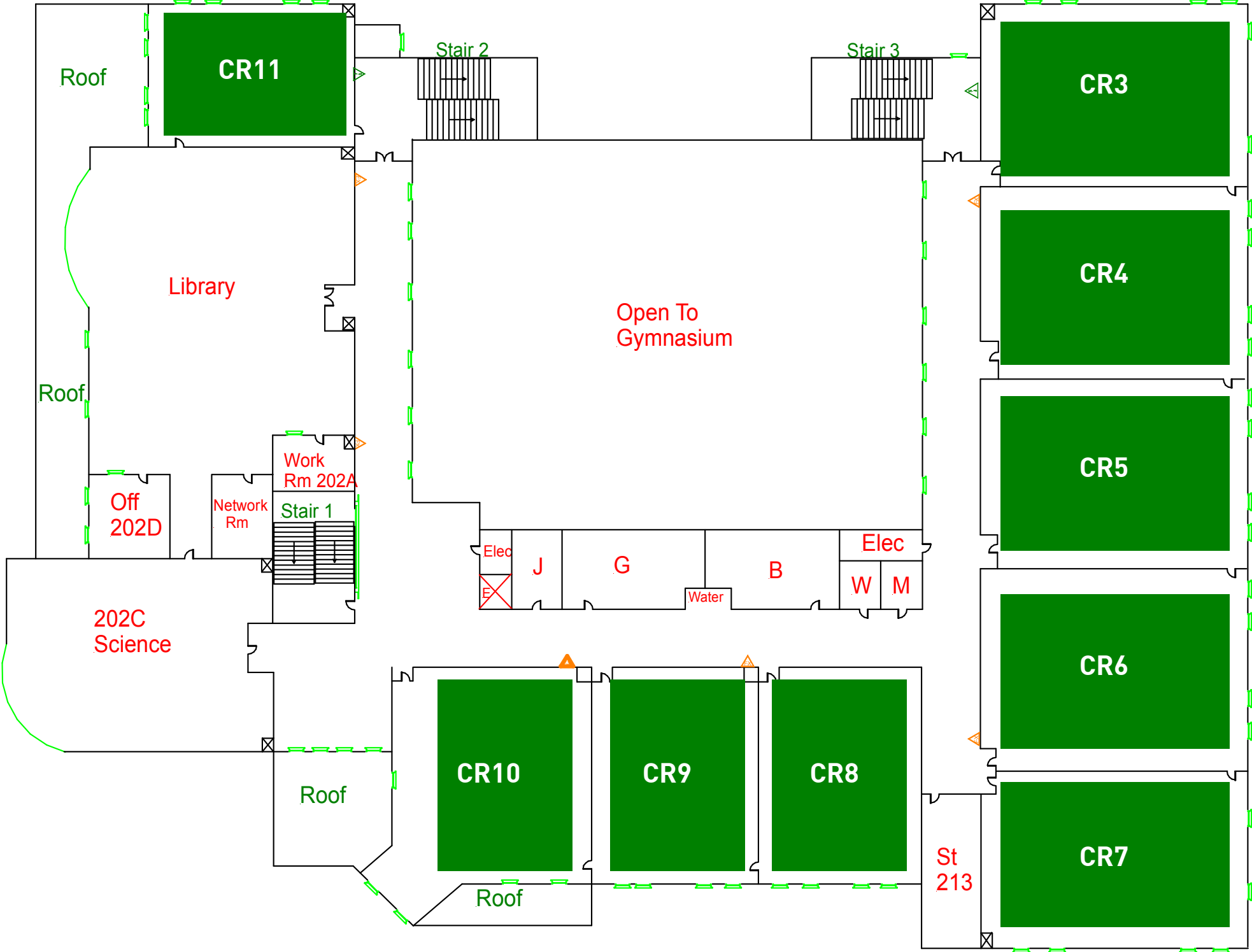
-  Single Door
-  Double Door
-  Window
-  Stairs
-  Ramp
-  Elevator
-  Fire Extinguisher
-  Gas Shut-Off
-  Electrical Shut-Off
-  Water Shut-Off
-  Chair Lift
-  Sprinkler Shutoff
-  Generator
-  Camera
-  Fire Standpipe

Side C

BRACKETT
2nd Floor

Side D

Side A



District:	Arlington
School Name:	Brackett Elementary School
Address:	66 Eastern Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Stephanie Zerchykov (781) 316-3702
Off-Hours Contact:	
Approach Hazards:	
Notes:	

3rd Floor

Side B

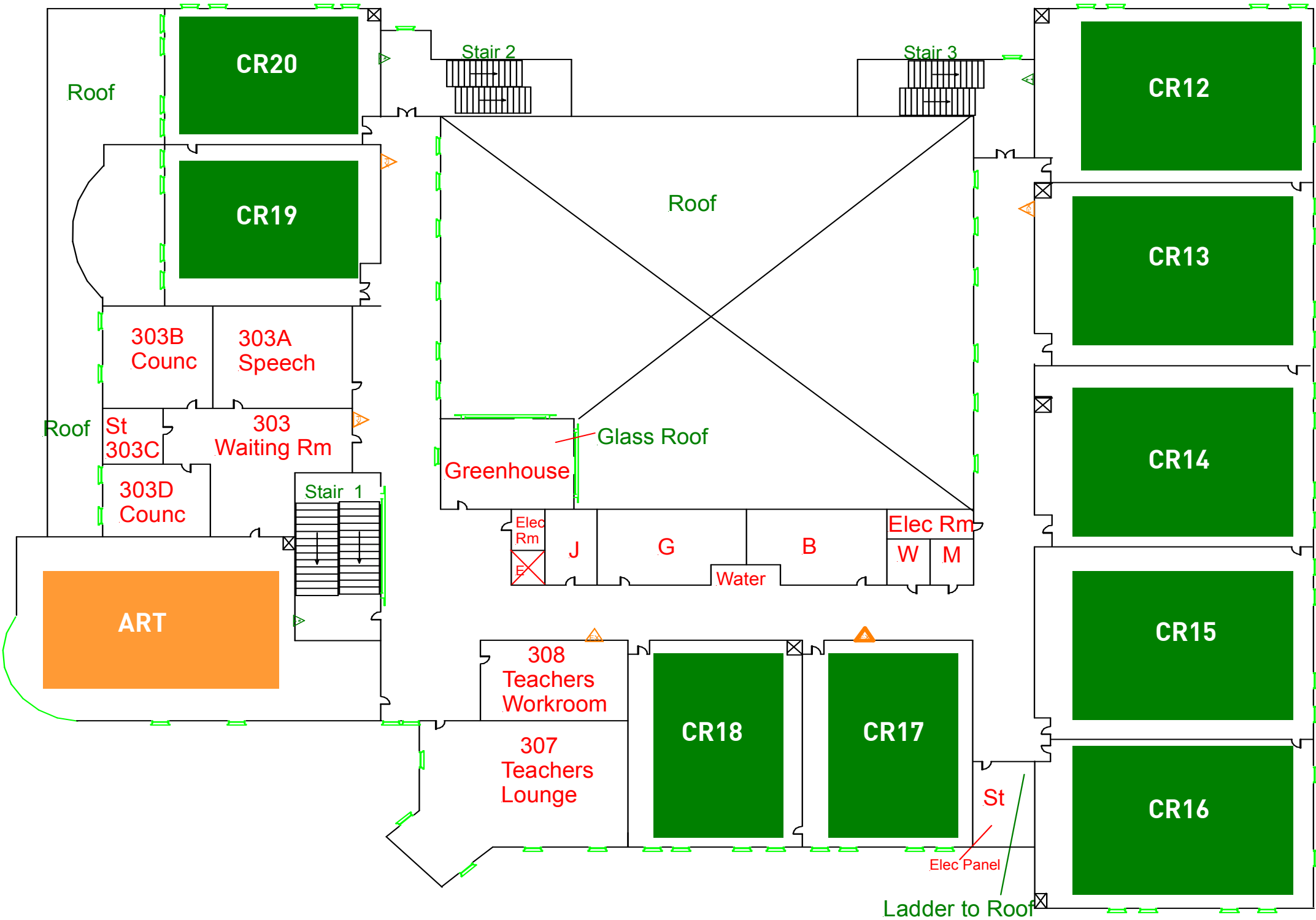
Side C

BRACKETT
3rd Floor

Side D

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



Side A



District:	Arlington
School Name:	Dallin Elementary School
Address:	185 Florence Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Wallis Raemer (781) 316-3730
Off-Hours Contact:	
Approach Hazards:	None; Residential Neighborhood; Ball Field Side D; Can drive around school
Notes:	

1st Floor

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe

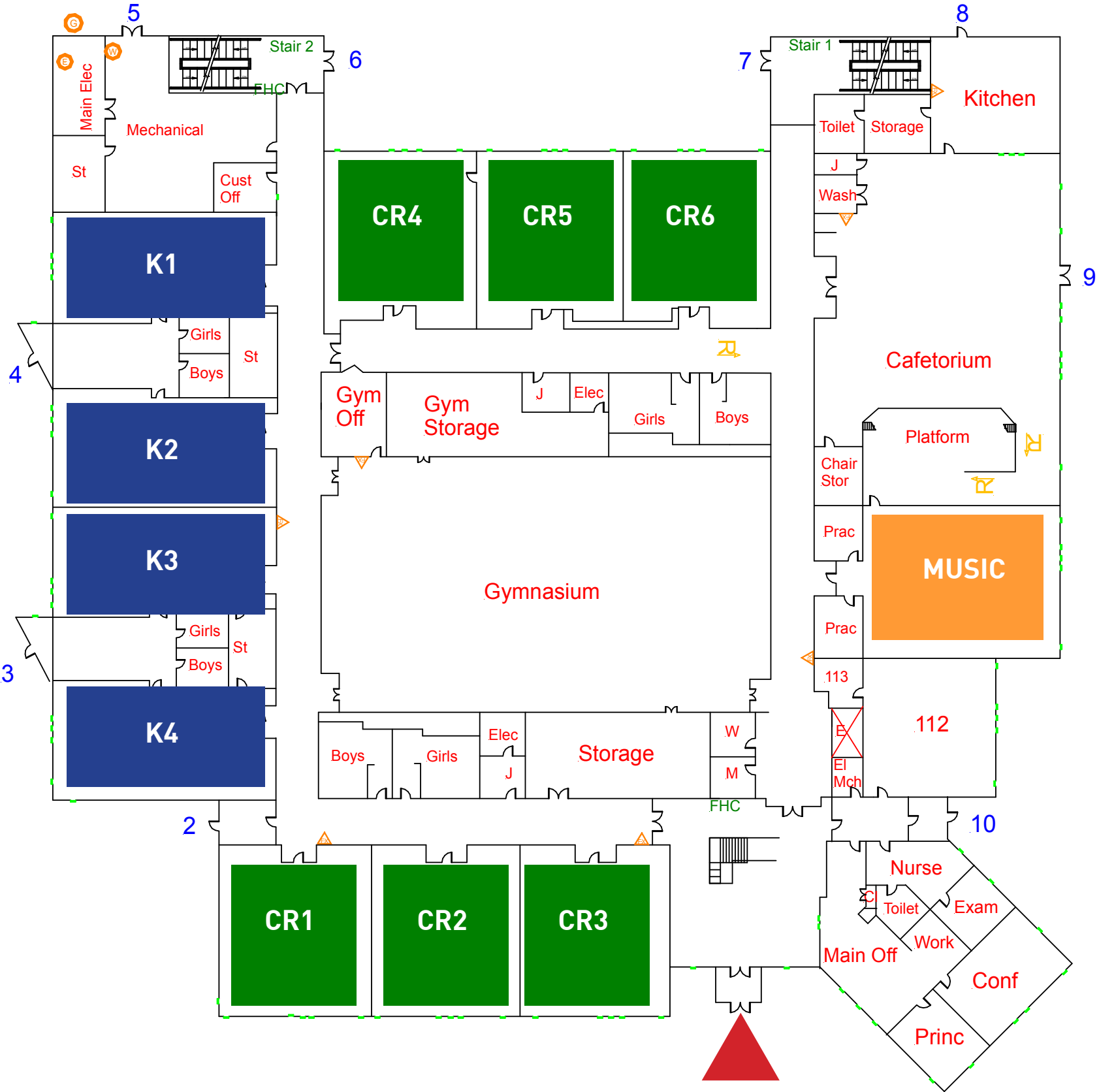


Side B

Side C

DALLIN
1st Floor

Side D



Side A

District:	Arlington
School Name:	Dallin Elementary School
Address:	185 Florence Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Wallis Raemer (781) 316-3730
Off-Hours Contact:	
Approach Hazards:	None; Residential Neighborhood; Ball Field Side D; Can drive around school
Notes:	

2nd Floor

Side B

Legend

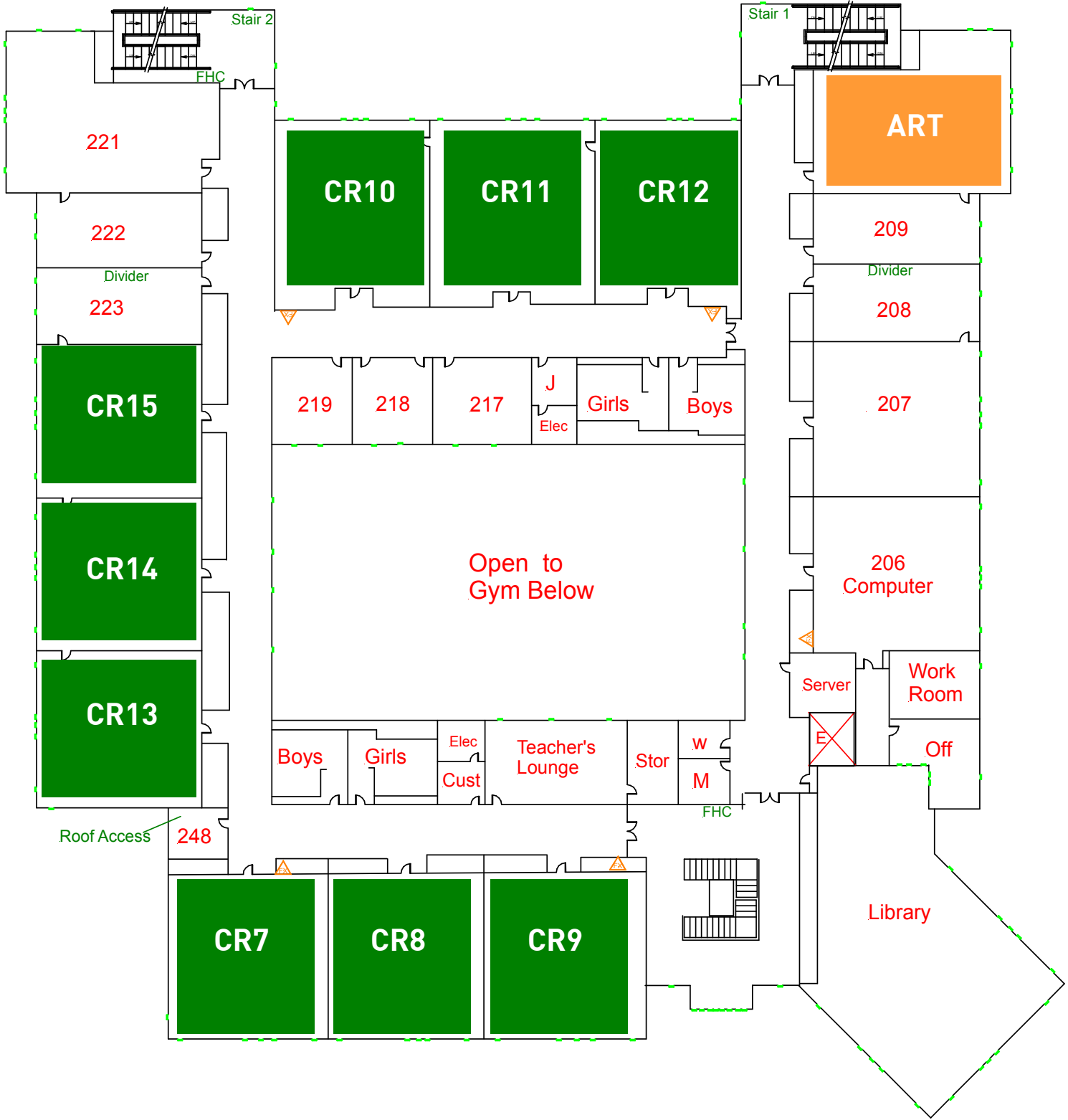
- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe

Side C

DALLIN
2nd Floor

Side D

Side A



With funding and support from...

NORTHEAST HOMELAND SECURITY
REGIONAL ADVISORY COUNCIL



Metropolitan Area
Planning Council



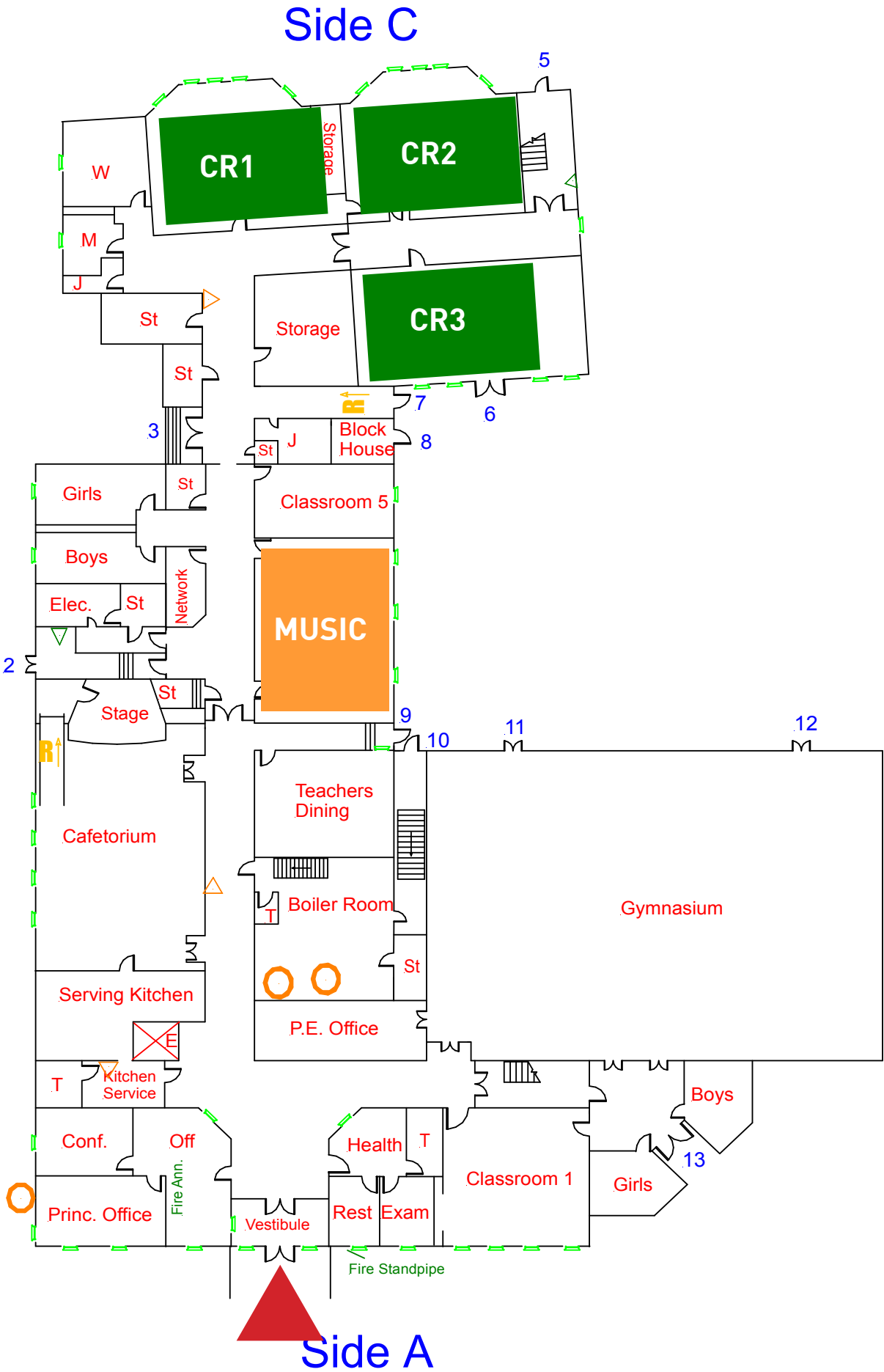
District:	Arlington
School Name:	Hardy Elementary School
Address:	52 Lake Street Arlington, MA 02474
School Hours:	
In-session Contact:	Deborah D'Amico (781) 316-3782
Off-Hours Contact:	
Approach Hazards:	
Notes:	

HARDY

Ground Floor

Ground Floor Plan

- Legend
- Single Door
 - Double Door
 - Window
 - Stairs
 - Ramp
 - Elevator
 - Fire Extinguisher
 - Gas Shut-Off
 - Electrical Shut-Off
 - Water Shut-Off
 - Chair Lift
 - Sprinkler Shutoff
 - Generator
 - Camera
 - Fire Standpipe



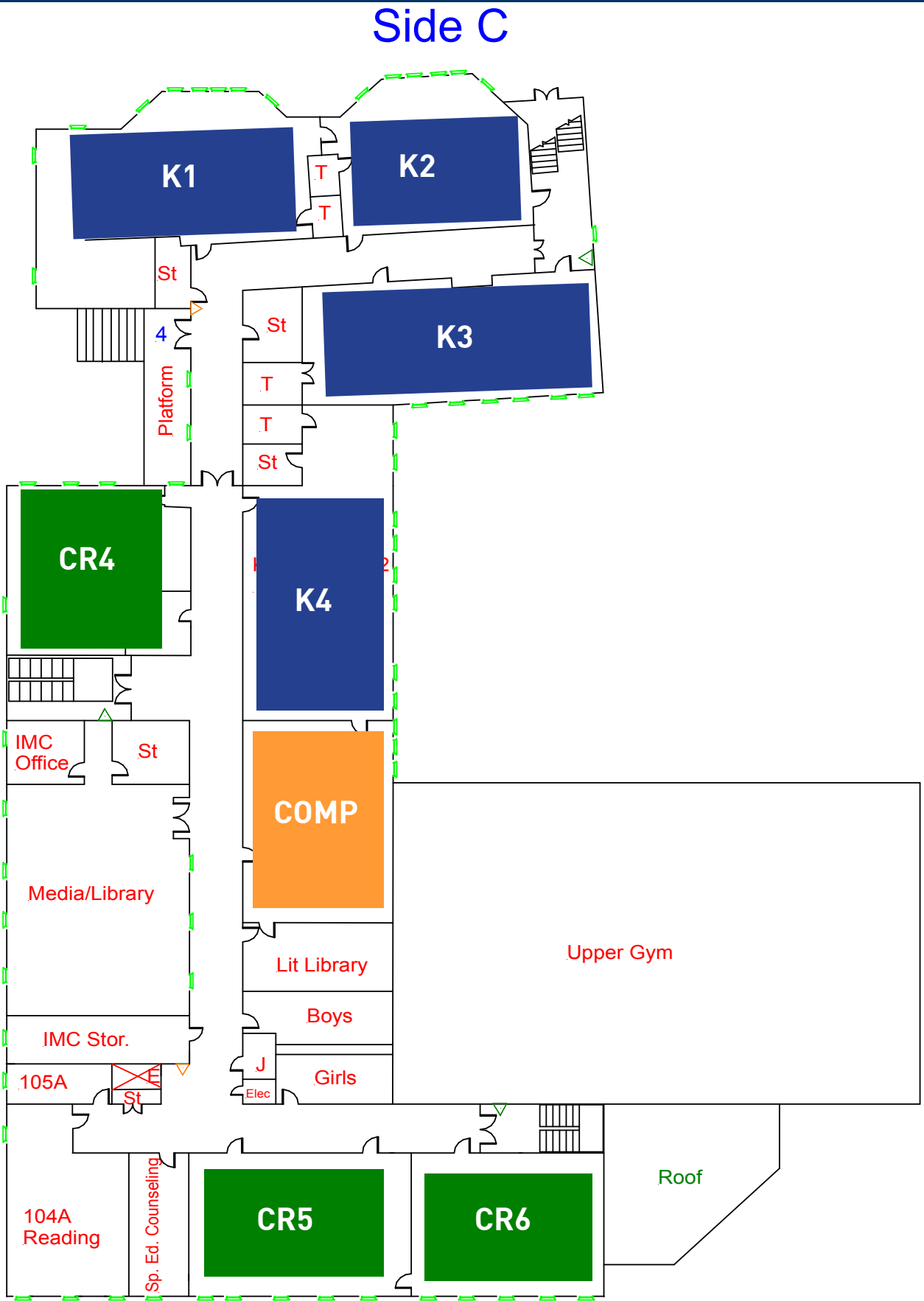
District:	Arlington
School Name:	Hardy Elementary School
Address:	52 Lake Street Arlington, MA 02474
School Hours:	
In-session Contact:	Deborah D'Amico (781) 316-3782
Off-Hours Contact:	
Approach Hazards:	
Notes:	

1st Floor

Side B

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



Side C

HARDY
1st Floor

Side D

Side A



District:	Arlington
School Name:	Hardy Elementary School
Address:	52 Lake Street Arlington, MA 02474
School Hours:	
In-session Contact:	Deborah D'Amico (781) 316-3782
Off-Hours Contact:	
Approach Hazards:	
Notes:	

2nd Floor

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



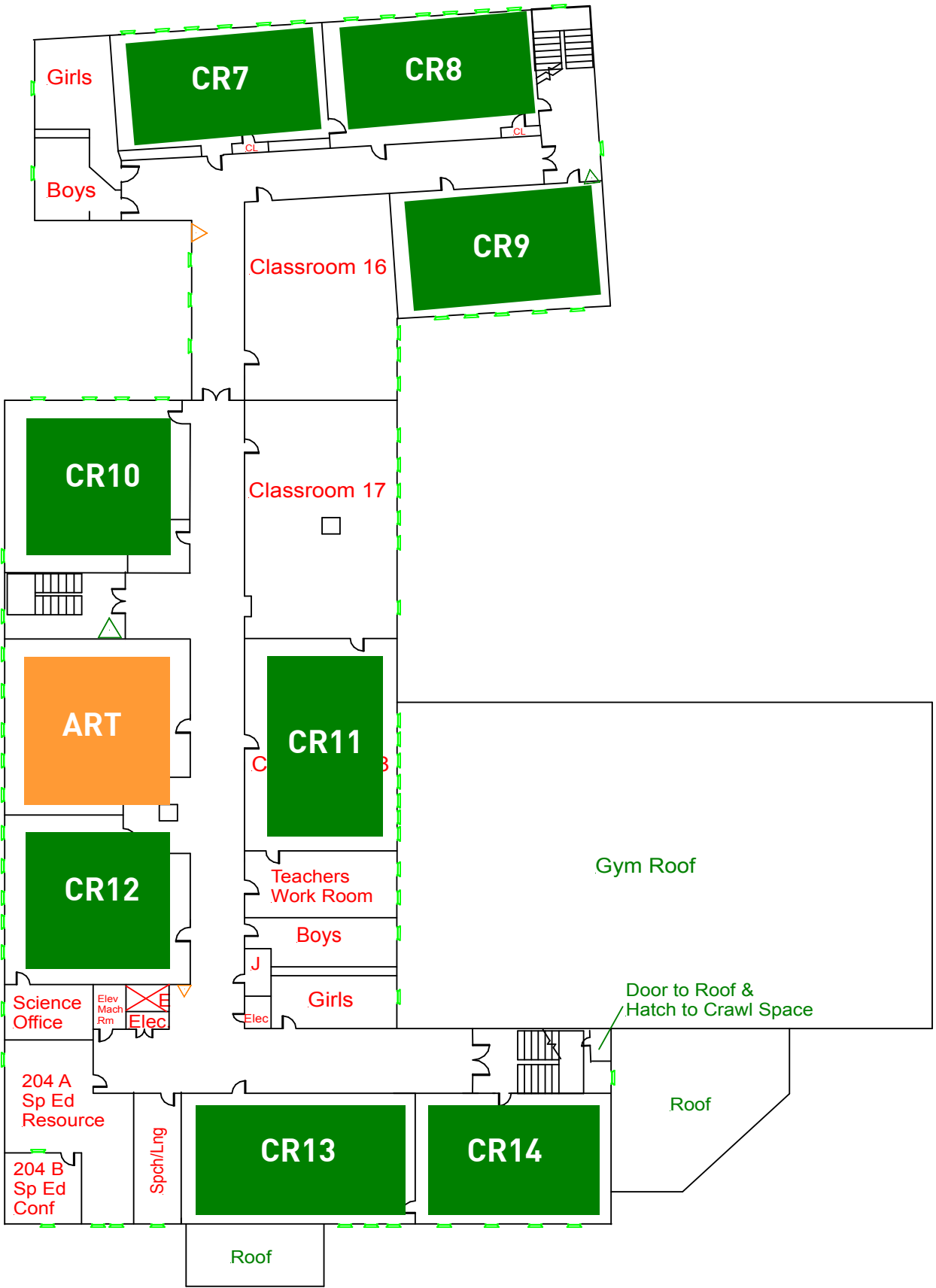
Side B

Side C

HARDY
2nd Floor

Side D

Side A



District:	Arlington
School Name:	Peirce Elementary School
Address:	85 Park Avenue Ext. Arlington, MA 02474
School Hours:	
In-session Contact:	Robert Penta (781) 316-3737
Off-Hours Contact:	
Approach Hazards:	
Notes:	

Side B

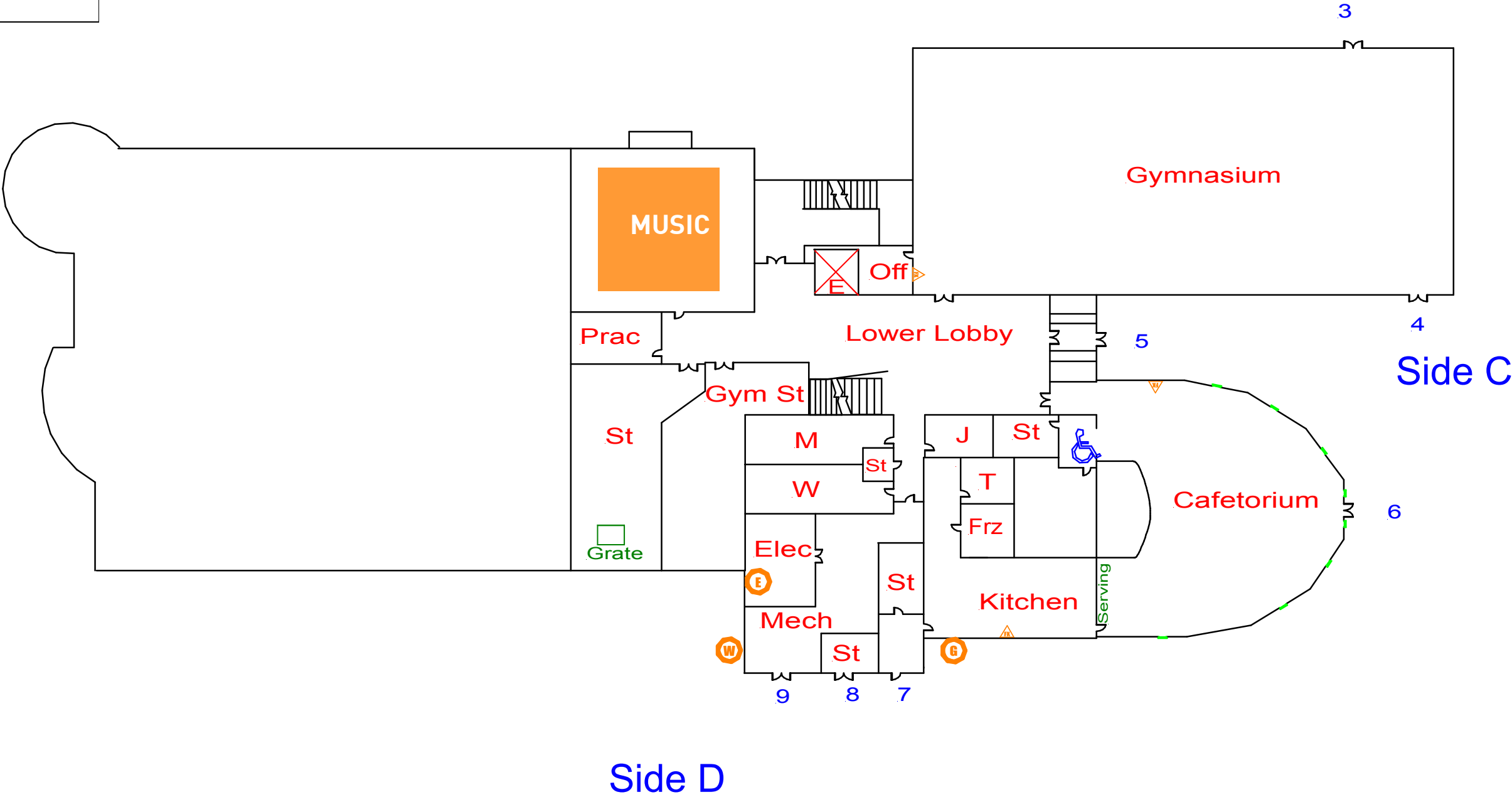
PEIRCE
Lower Level

Lower Level Floor

Side A

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



With funding and support from...



NORTH EAST HOMELAND SECURITY
REGIONAL ADVISORY COUNCIL

and



Metropolitan Area
Planning Council



District:	Arlington
School Name:	Peirce Elementary School
Address:	85 Park Avenue Ext. Arlington, MA 02474
School Hours:	
In-session Contact:	Robert Penta (781) 316-3737
Off-Hours Contact:	
Approach Hazards:	
Notes:	

PEIRCE

1st Floor

Side B

1st Floor

Side A

Side C

Side D

- Legend

Single Door

Double Door

Window

Stairs

Ramp

Elevator

Fire Extinguisher

Gas Shut-Off

Electrical Shut-Off

Water Shut-Off

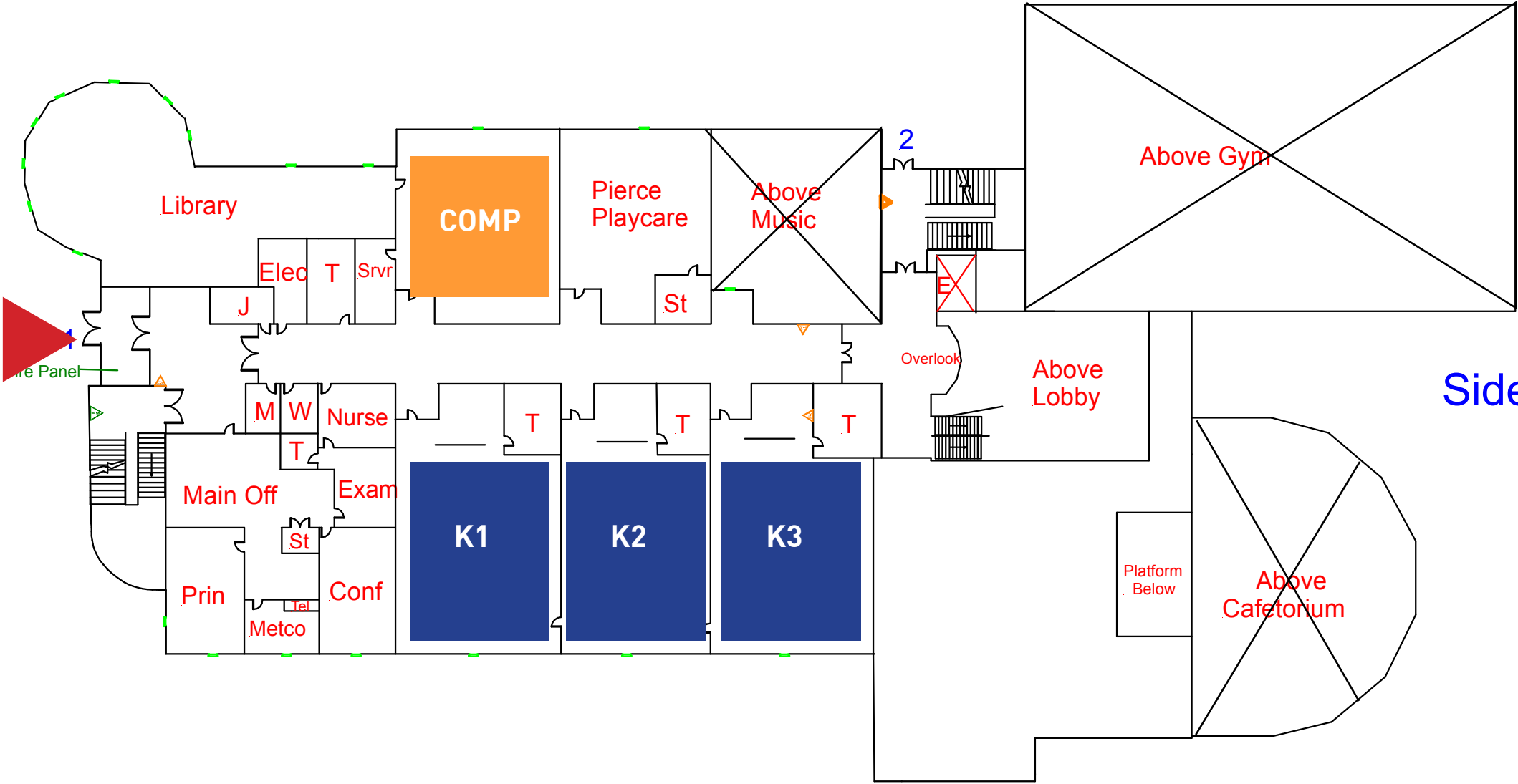
Chair Lift

Sprinkler Shutoff

Generator

Camera

Fire Standpipe



District:	Arlington
School Name:	Peirce Elementary School
Address:	85 Park Avenue Ext. Arlington, MA 02474
School Hours:	
In-session Contact:	Robert Penta (781) 316-3737
Off-Hours Contact:	
Approach Hazards:	
Notes:	

PEIRCE
2nd Floor

2nd Floor

Side B

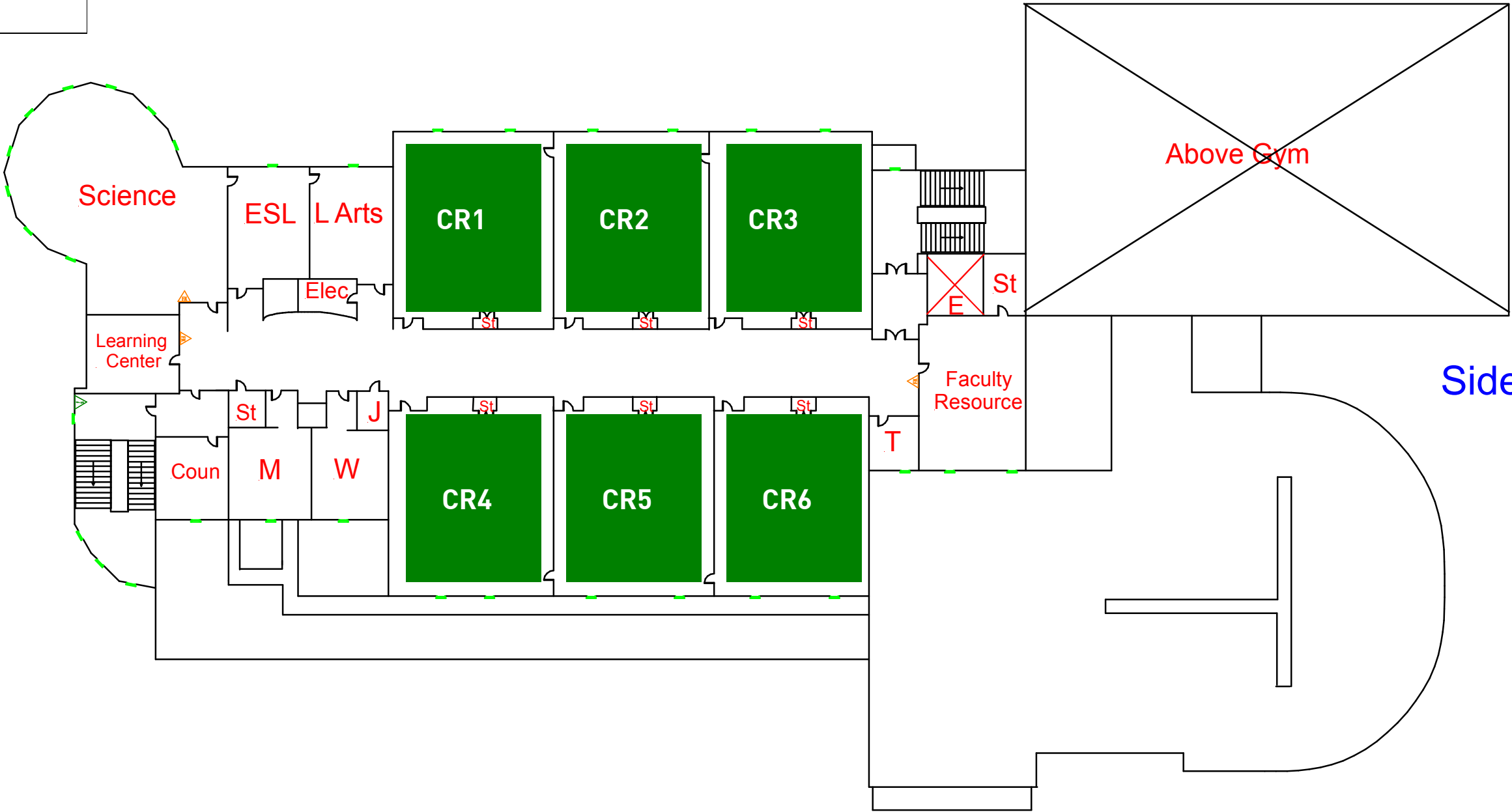
Side A

Side C

Side D

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



Produced by:



With funding and support from:



NORTHEAST HOMELAND SECURITY
REGIONAL ADVISORY COUNCIL



Metropolitan Area
Planning Council



District:	Arlington
School Name:	Peirce Elementary School
Address:	85 Park Avenue Ext. Arlington, MA 02474
School Hours:	
In-session Contact:	Robert Penta (781) 316-3737
Off-Hours Contact:	
Approach Hazards:	
Notes:	

Side B

PEIRCE
3rd Floor

3rd Floor

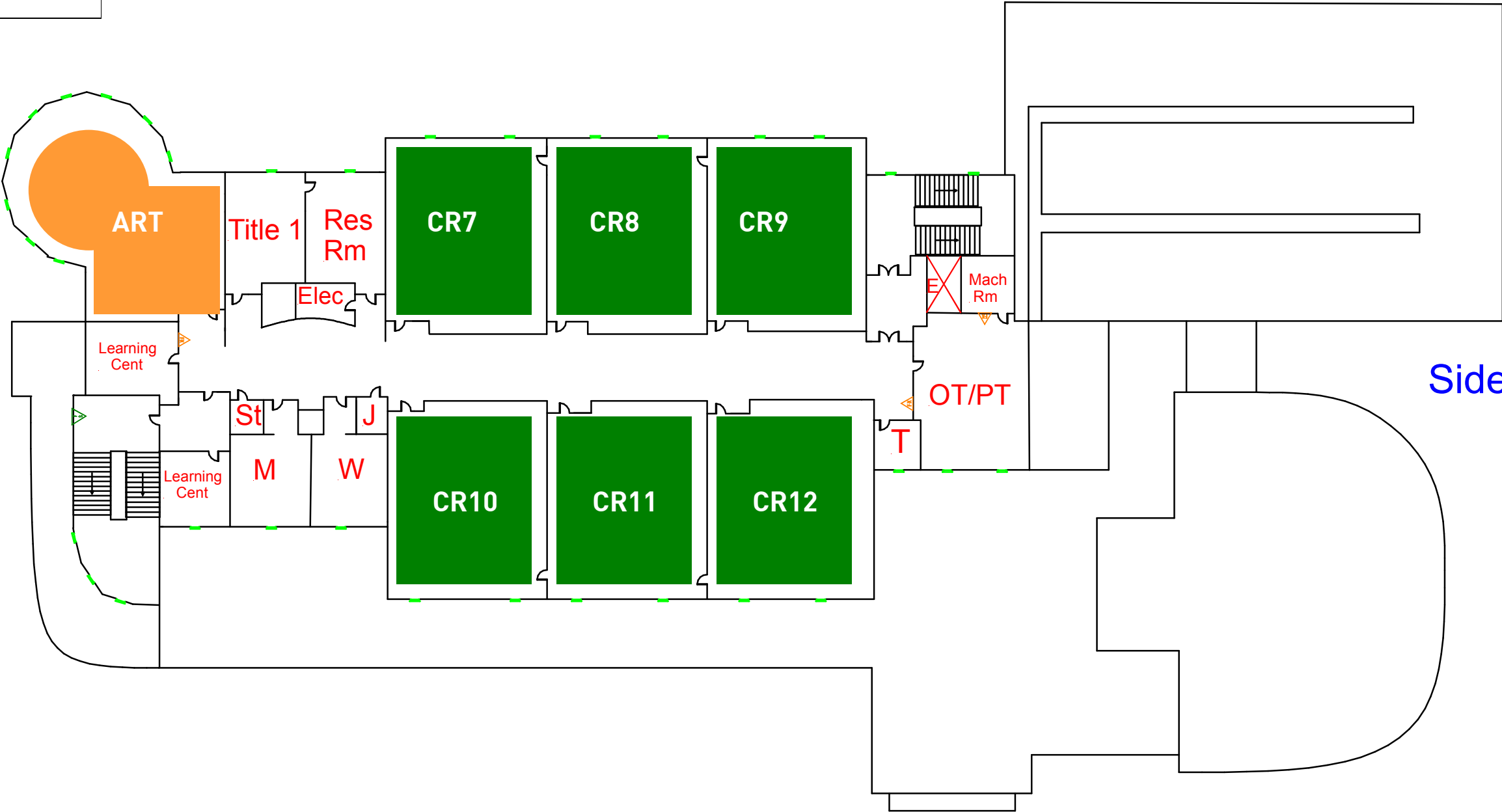
Side A

Side C

Side D

Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe



Produced by:



With funding and support from:



NORTHEAST HOMELAND SECURITY
REGIONAL ADVISORY COUNCIL



Metropolitan Area
Planning Council

District:	Arlington
School Name:	Stratton Elementary School
Address:	180 Mountain Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Alan Brown (781) 316-3754
Off-Hours Contact:	
Approach Hazards:	
Notes:	

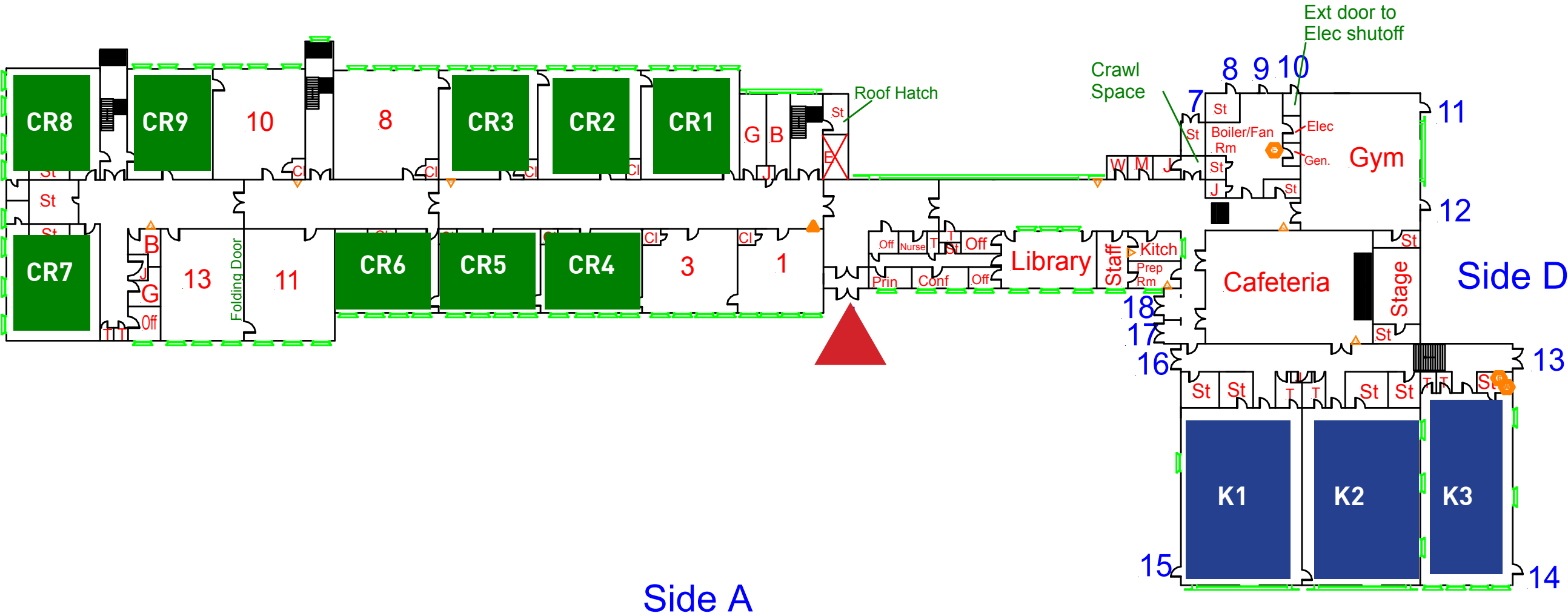
STRATTON

Upper Level

Side C

Upper Level
Floor

Side B



Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe

District:	Arlington
School Name:	Stratton Elementary School
Address:	180 Mountain Avenue Arlington, MA 02474
School Hours:	
In-session Contact:	Alan Brown (781) 316-3754
Off-Hours Contact:	
Approach Hazards:	
Notes:	

STRATTON

Lower Level

Side C

Lower Level
Floor

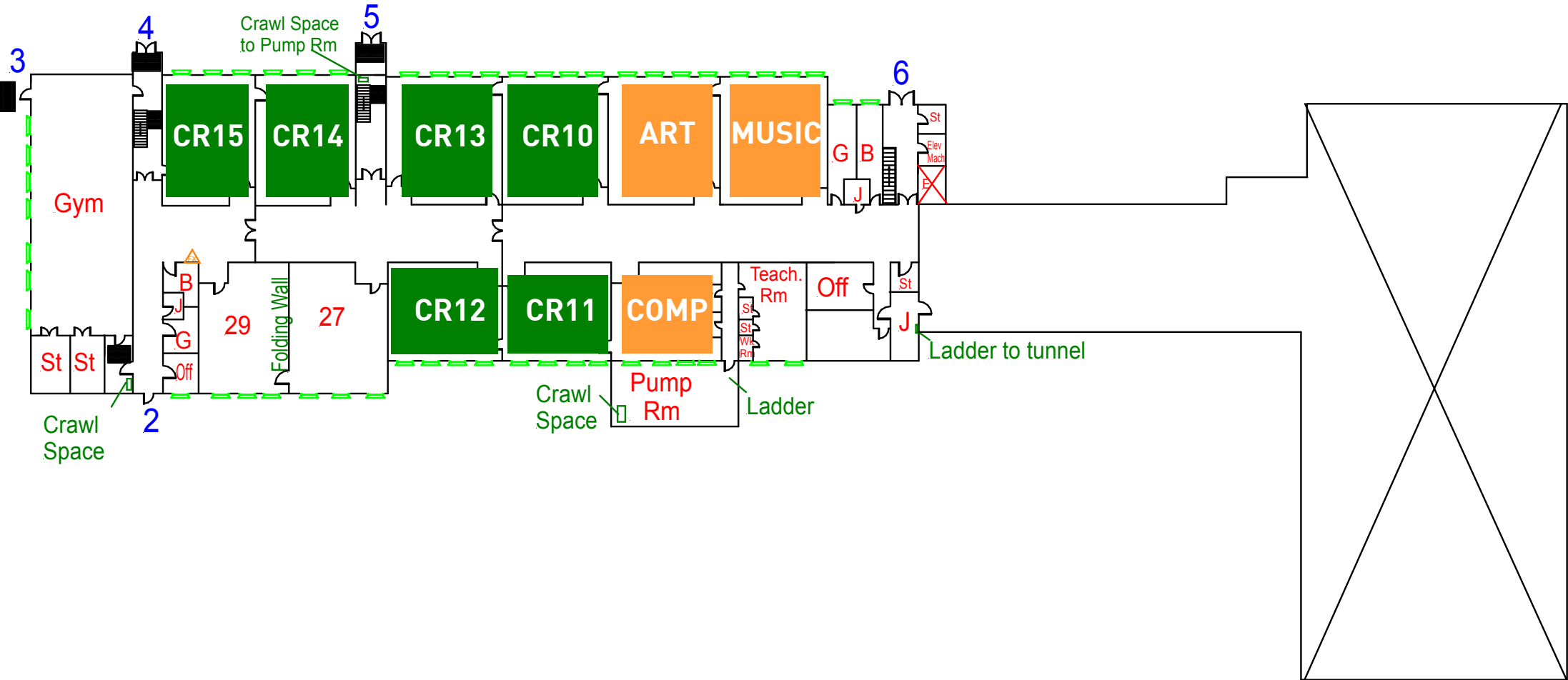
Side B

Side D

Side A

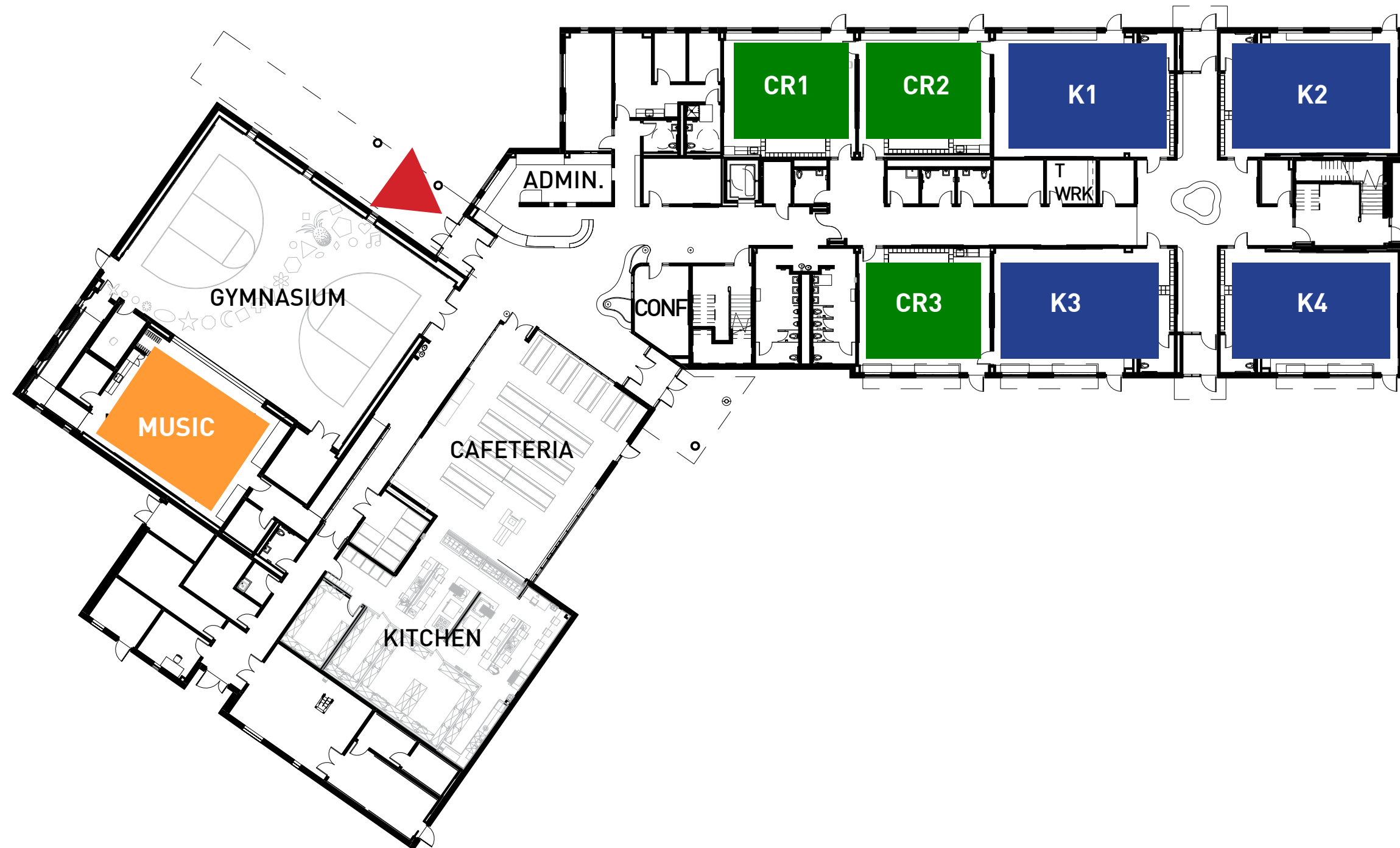
Legend

- Single Door
- Double Door
- Window
- Stairs
- Ramp
- Elevator
- Fire Extinguisher
- Gas Shut-Off
- Electrical Shut-Off
- Water Shut-Off
- Chair Lift
- Sprinkler Shutoff
- Generator
- Camera
- Fire Standpipe

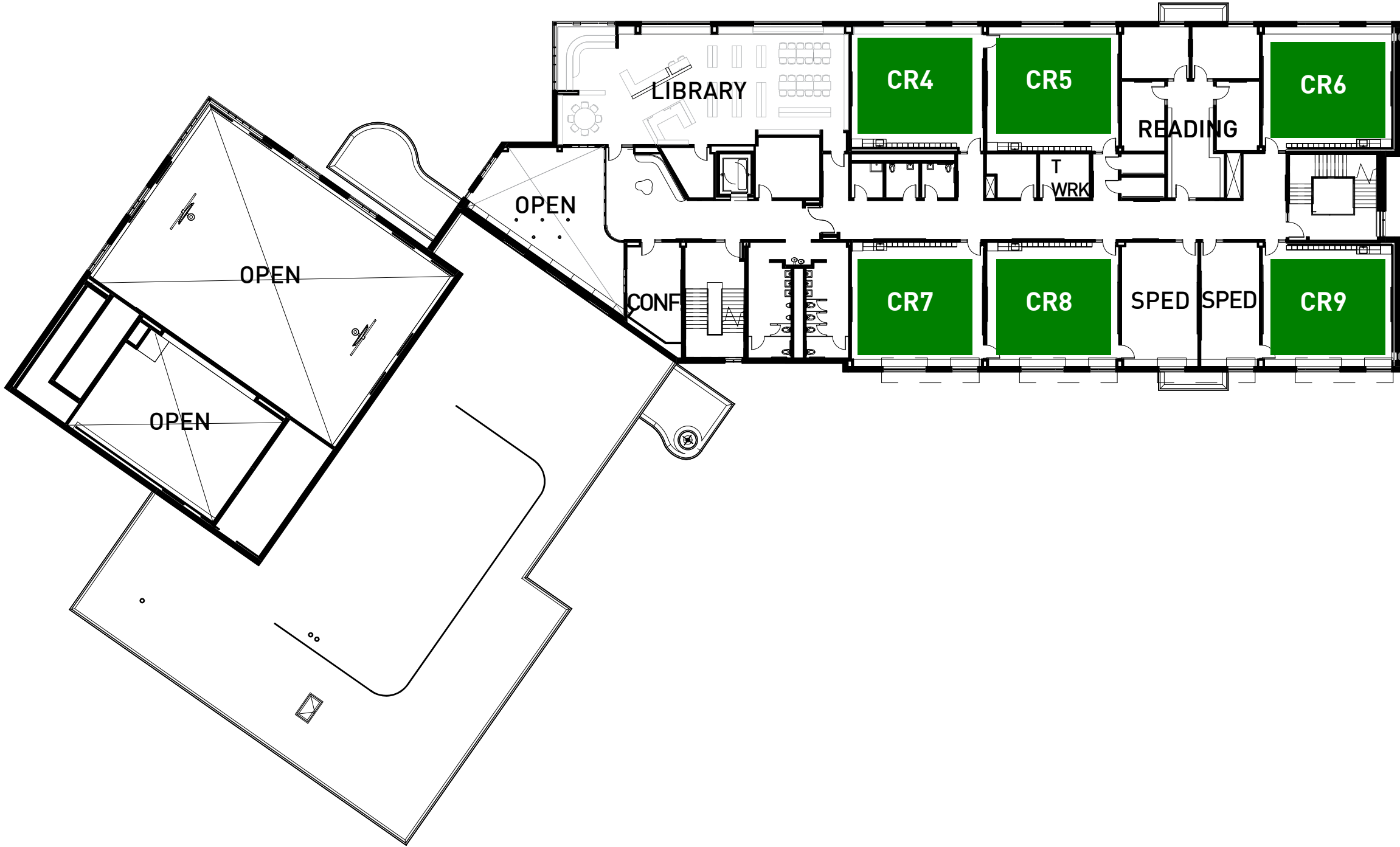


THOMPSON

1st Floor

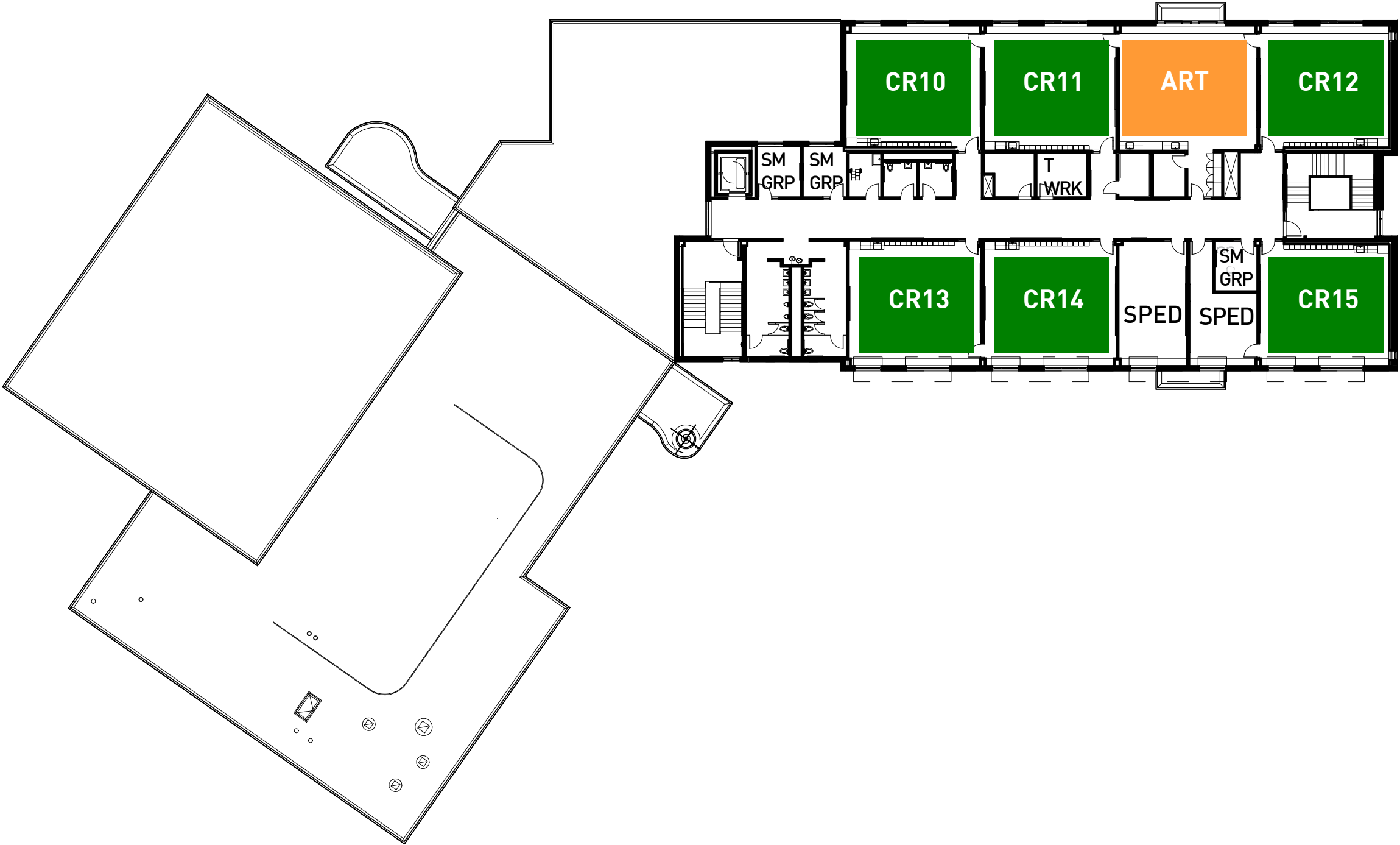


THOMPSON
2nd Floor



THOMPSON

3rd Floor



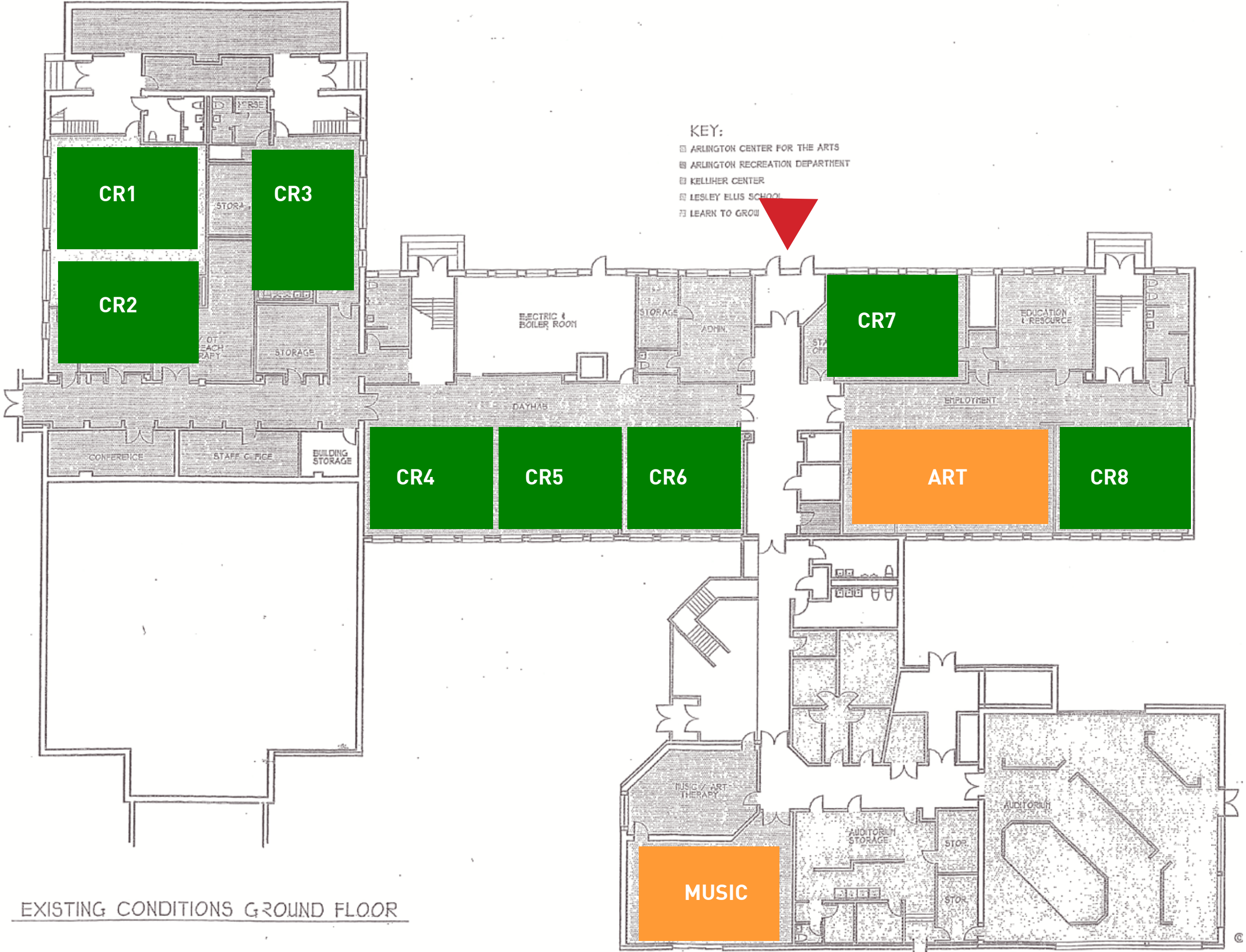
ARLINGTON SCHOOLS																							
SPACE PLANNING SCHEMES - APPENDIX E																							
		K QTY		CLASSRM QTY																			
SCHEME 1	SCHOOL	HAVE	NEED	HAVE	NEED	2014-15	Sep-15	2015-16	Sep-16	2016-17	Sep-17	2017-18	Sep-18	2018-19	2019-20	2020-21	Sep-21	2021-22	2022-23	2023-24	2024-25	*COMPARATIVE COSTS	
ES MODS/ 6TH @GIBBS/ 9-12 HS	BISHOP	3 Ks	3 Ks	15 CRs	15 CRs	415		433		439		437		438	433	437		433	432	432	434		
	BRACKETT	3 Ks	3 Ks	20 CRs	20 CRs	497		531		544	RELOCATE 2 SLC TO PEIRCE	550		575	584	578		564	552	541	531		
	DALLIN	4 Ks	4 Ks	15 CRs	15 CRs	456		462		451		451		460	456	458		453	448	442	434		
	HARDY	4 Ks	4 Ks	14 CRs	20 CRs	392		422	PLANNING	461	6 MODS	479	MODS STAY	494	505	504	MODS STAY	495	488	481	472		
	PEIRCE	3 Ks	3 Ks	12 CRs	12 CRs	276		271		275		265		260	257	250		241	239	236	235		
	STRATTON	3 Ks	3 Ks	15 CRs	15 CRs	408	PLANNING	423	MODS/ RENOVATE	440	MODS REMOVED/ STRATTON ONLINE	450		456	459	461		453	444	434	428		
	THOMPSON	4 Ks	4 Ks	15 CRs	20 CRs	392	PLANNING	433	6 MODS	463	MODS STAY	492	MODS STAY	489	502	496	MODS STAY	481	467	453	442		
	OTTOSON MIDDLE			42 CRs/ 24 SP	58 CRs/ 29 SP	1107		1121	PLANNING	1193	6 MODS - LEASED	1246	MODS REMOVED	847	862	854		904	978	994	971		
	GIBBS								GIBBS PLANNING		GIBBS RENOVATE		GIBBS ONLINE	439	450	495		528	512	504	497		
	ARLINGTON HIGH					1217		1246	9-12 HS PLANNING	1243		1300		1338	1371	1446	HS ONLINE	1467	1495	1540	1597	LOW	HIGH
																						\$19,012,830	\$25,835,370
SCHEME 1A	SCHOOL	HAVE	NEED	HAVE	NEED	2014-15	Sep-15	2015-16	Sep-16	2016-17	Sep-17	2017-18	Sep-18	2018-19	2019-20	2020-21	Sep-21	2021-22	2022-23	2023-24	2024-25	*COMPARATIVE COSTS	
ES ADDS/ 6TH @GIBBS/ 9-12 HS	BISHOP	3 Ks	3 Ks	15 CRs	15 CRs	415		433		439		437		438	433	437		433	432	432	434		
	BRACKETT	3 Ks	3 Ks	20 CRs	20 CRs	497		531		544	RELOCATE 2 SLC TO PEIRCE	550		575	584	578		564	552	541	531		
	DALLIN	4 Ks	4 Ks	15 CRs	15 CRs	456		462		451		451		460	456	458		453	448	442	434		
	HARDY	4 Ks	4 Ks	14 CRs	20 CRs	392		422	6 CR ADD PLANNING	461	6 CR ADDITION ONLINE	479		494	505	504		495	488	481	472		
	PEIRCE	3 Ks	3 Ks	12 CRs	12 CRs	276		271		275		265		260	257	250		241	239	236	235		
	STRATTON	3 Ks	3 Ks	15 CRs	15 CRs	408	PLANNING	423	MODS/ RENOVATE	440	MODS REMOVED/ STRATTON ONLINE	450		456	459	461		453	444	434	428		
	THOMPSON	4 Ks	4 Ks	15 CRs	20 CRs	392		433	2 LEASED MODS/ 6 CR ADD PLANNING	463	MODS REMOVED/ 6 CR ADDITION ONLINE	492		489	502	496		481	467	453	442		
	OTTOSON MIDDLE			42 CRs/ 24 SP	58 CRs/ 29 SP	1107		1121	PLANNING	1193	6 MODS - LEASED	1246	MODS REMOVED	847	862	854		904	978	994	971		
	GIBBS								GIBBS PLANNING		GIBBS RENOVATE		GIBBS ONLINE	439	450	495		528	512	504	497		
	ARLINGTON HIGH					1217		1246	9-12 HS PLANNING	1243		1300		1338	1371	1446	HS ONLINE	1467	1495	1540	1597	LOW	HIGH
																						\$19,605,430	\$26,462,860

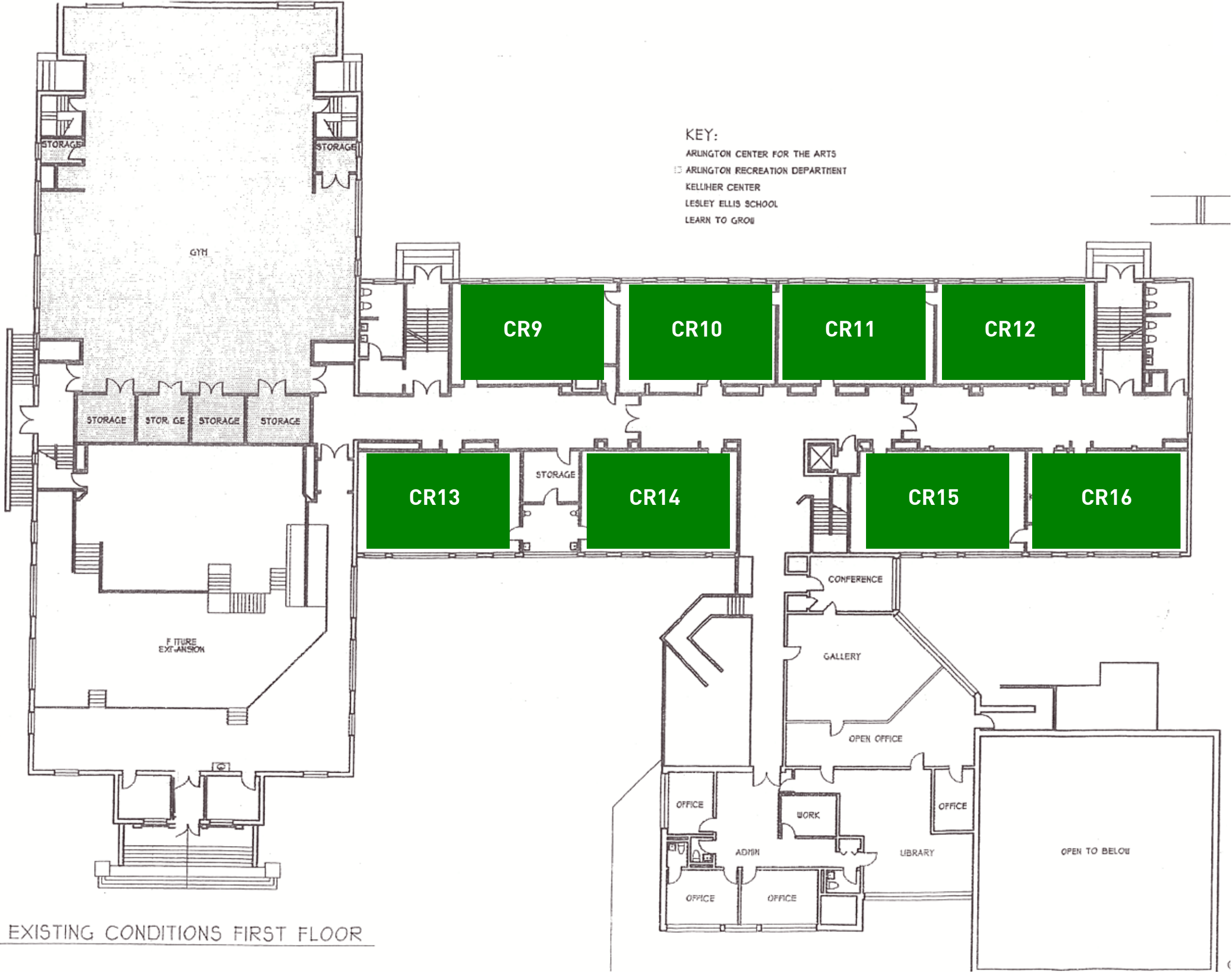
ARLINGTON SCHOOLS																								
SPACE PLANNING SCHEMES - APPENDIX E																								
		K QTY		CLASSRM QTY																				
SCHEME 2	SCHOOL	HAVE	NEED	HAVE	NEED	2014-15	Sep-15	2015-16	Sep-16	2016-17	Sep-17	2017-18	Sep-18	2018-19	2019-20	2020-21	Sep-21	2021-22	2022-23	2023-24	2024-25	*COMPARATIVE COSTS		
ES TEMP MODS/ 5TH ^a @GIBBS/ 8-12 HS	BISHOP	3 Ks	3 Ks	15 CRs	15 CRs	415		433		439		437		362	358	356		353	353	354	357			
	BRACKETT	3 Ks	3 Ks	20 CRs	20 CRs	497		531		544	RELOCATE 2 SLC TO PEIRCE	550		494	485	475		464	454	445	437			
	DALLIN	4 Ks	4 Ks	15 CRs	15 CRs	456		462		451		451		384	382	379		375	371	365	360			
	HARDY	4 Ks	4 Ks	14 CRs	20 CRs	392		422	PLANNING	461	2 LEASED MODS	479	MODS REMOVED	430	426	419		413	407	401	393			
	PEIRCE	3 Ks	3 Ks	12 CRs	12 CRs	276		271		275		265		214	209	201		199	197	194	194			
	STRATTON	3 Ks	3 Ks	15 CRs	15 CRs	408	PLANNING	423	MODS/ RENOVATE	440	MODS REMOVED/ STRATTON ONLINE	450		380	380	374		367	359	351	347			
	THOMPSON	4 Ks	4 Ks	15 CRs	20 CRs	392	PLANNING	433	2 LEASED MODS	463	+2 LEASED MODS	492	MODS REMOVED	424	418	406		393	381	369	361			
	GIBBS								GIBBS PLANNING		GIBBS RENOVATE		GIBBS ONLINE	484	538	574		556	548	540	527			
	OTTOSON MIDDLE			42 CRs/ 24 SP	58 CRs/ 29 SP	1107	PLANNING	1121	6 LEASED OR PURCHASED MODS	1193	MODS STAY	1246	+6 LEASED MODS	1286	1312	1349	MODS REMOVED	1008	1024	1001	986			
																		424	466	497	482			
	ARLINGTON HIGH					1217		1246	8-12 HS PLANNING	1243		1300		1338	1371	1446	HS ONLINE	1891	1961	2037	2079	LOW	HIGH	
^a OR K, BUT HIGHER RENOVATION AND BUSSING COSTS, AND 3-STORY BUILDING IS NOT IDEAL FOR THE YOUNGEST STUDENTS																							\$17,503,550	\$24,027,698
SCHEME 2A																	+ INCREASES TO HS PROJECT COSTS ~\$38M LESS STATE REIMBURSEMENT							
SHIFT 5TH TO OTTOSON, 7TH TO GIBBS, AND 8TH TO HS																								



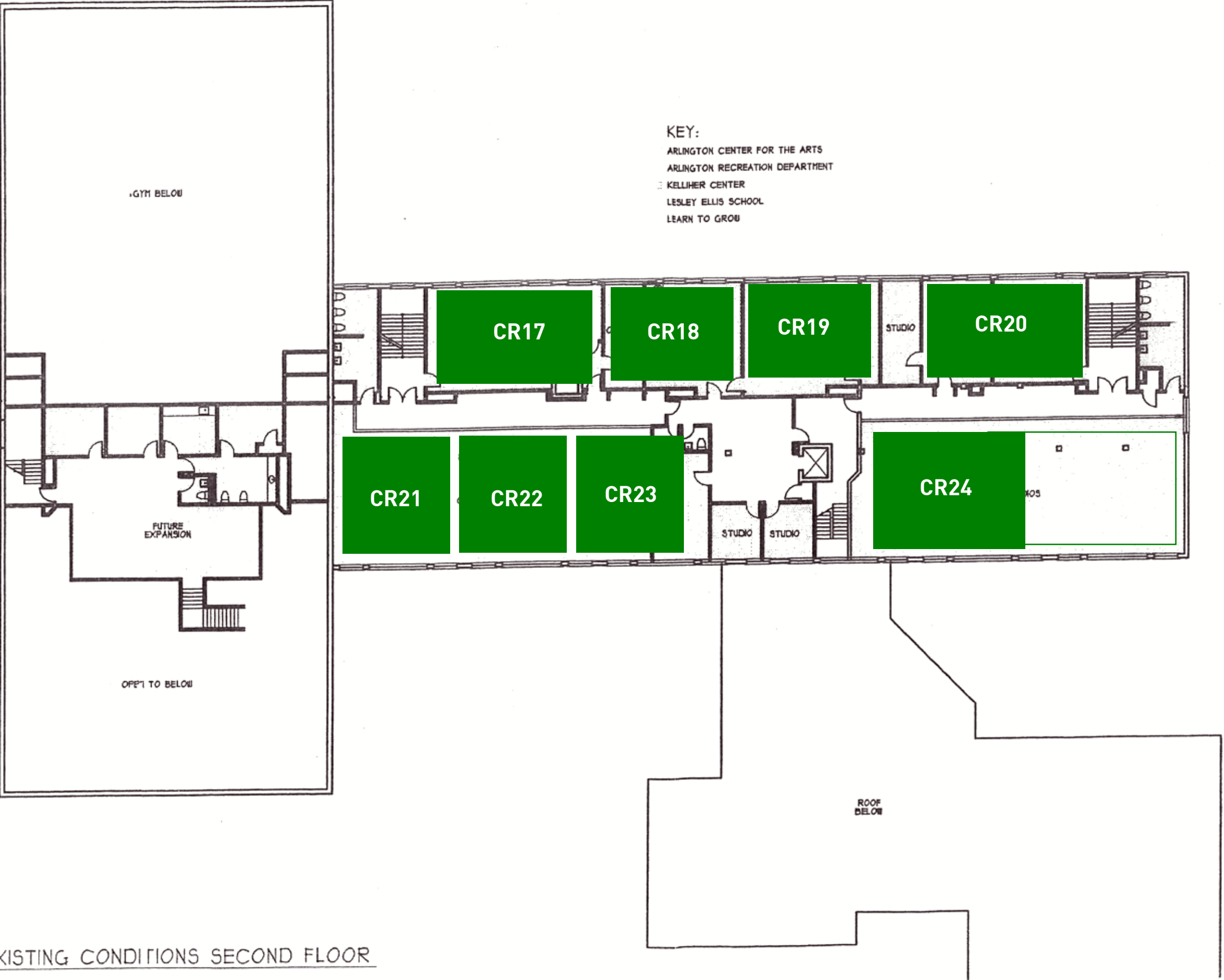
ARLINGTON SCHOOLS																							
SPACE PLANNING SCHEMES - APPENDIX E																							
		K QTY		CLASSRM QTY																			
SCHEME 3	SCHOOL	HAVE	NEED	HAVE	NEED	2014-15	Sep-16	2015-16	Sep-16	2016-17	Sep-17	2017-18	Sep-18	2018-19	2019-20	2020-21	Sep-21	2021-22	2022-23	2023-24	2024-25	*COMPARATIVE COSTS	
ES MODS/ MS MODS ^b / 9-12 HS	BISHOP	3 Ks	3 Ks	15 CRs	15 CRs	415		433		439		437		438	433	437		433	432	432	434		
	BRACKETT	3 Ks	3 Ks	20 CRs	20 CRs	497		531		544	RELOCATE 2 SLC TO PEIRCE	550		575	584	578		564	552	541	531		
	DALLIN	4 Ks	4 Ks	15 CRs	15 CRs	456		462		451		451		460	456	458		453	448	442	434		
	HARDY	4 Ks	4 Ks	14 CRs	20 CRs	392		422	PLANNING	461	6 MODS	479	MODS STAY	494	505	504	MODS STAY	495	488	481	472		
	PEIRCE	3 Ks	3 Ks	12 CRs	12 CRs	276		271		275		265		260	257	250		241	239	236	235		
	STRATTON	3 Ks	3 Ks	15 CRs	15 CRs	408	PLANNING	423	MODS/ RENOVATE	440	MODS REMOVED/ STRATTON ONLINE	450		456	459	461		453	444	434	428		
	THOMPSON	4 Ks	4 Ks	15 CRs	20 CRs	392	PLANNING	433	6 MODS	463	MODS STAY	492	MODS STAY	489	502	496	MODS STAY	481	467	453	442		
	OTTOSON MIDDLE			42 CRs/ 24 SP	58 CRs/ 29 SP	1107	PLANNING	1121	6 MODS	1193	MODS STAY	1246	+6 MODS	1286	1312	1349	+8 MODS	1432	1490	1498	1468		
	ARLINGTON HIGH					1217		1246	9-12 HS PLANNING	1243		1300		1338	1371	1446	HS ONLINE	1467	1495	1540	1597	LOW HIGH	
^b DOES NOT INCREASE CORE SHARED SPACES (CAFÉ, LIBRARY, GYM) OR SUPPORT SPACES (ADMIN, NURSE, GUIDANCE); COSTS DO NOT INCLUDE CODE UPGRADES TO OTTOSON																						\$11,520,000	\$13,440,000

ARLINGTON SCHOOLS																									
SPACE PLANNING SCHEMES - APPENDIX E																									
		K QTY		CLASSRM QTY																					
SCHEME 4	SCHOOL	HAVE	NEED	HAVE	NEED	2014-15	Sep-15	2015-16	Sep-16	2016-17	Sep-17	2017-18	Sep-18	2018-19	2019-20	2020-21	Sep-21	2021-22	2022-23	2023-24	2024-25	*COMPARATIVE COSTS			
ES/MS TEMP MODS/ 5TH & 6TH @GIBBS ^c / 7TH & 8TH @ OTTOSON/ 9-12 HS	BISHOP	3 Ks	3 Ks	15 CRs	15 CRs	415		433		439		437		362	358	356		353	353	354	357				
	BRACKETT	3 Ks	3 Ks	20 CRs	20 CRs	497		531		544	RELOCATE 2 SLC TO PEIRCE	550		494	485	475		464	454	445	437				
	DALLIN	4 Ks	4 Ks	15 CRs	15 CRs	456		462		451		451		384	382	379		375	371	365	360				
	HARDY	4 Ks	4 Ks	14 CRs	20 CRs	392		422	PLANNING	461	2 LEASED MODS	479	MODS REMOVED - JULY	430	426	419		413	407	401	393				
	PEIRCE	3 Ks	3 Ks	12 CRs	12 CRs	276		271		275		265		214	209	201		199	197	194	194				
	STRATTON	3 Ks	3 Ks	15 CRs	15 CRs	408	PLANNING	423	MODS/ RENOVATE	440	MODS REMOVED/ STRATTON ONLINE	450		380	380	374		367	359	351	347				
	THOMPSON	4 Ks	4 Ks	15 CRs	20 CRs	392	PLANNING	433	2 LEASED MODS	463	+2 LEASED MODS	492	MODS REMOVED - JULY	424	418	406		393	381	369	361				
	GIBBS								GIBBS PLANNING		GIBBS ADD & RENOVATE		GIBBS ONLINE SEPT & DEC	923	988	1069		980	1014	1037	1009				
	OTTOSON MIDDLE			42 CRs/ 24 SP	58 CRs/ 29 SP	1107	PLANNING	1121	6 LEASED MODS	1193	MODS STAY	1246	MODS REMOVED - JAN 2019	847	862	854		1008	1024	1001	986				
	ARLINGTON HIGH					1217		1246	9-12 HS PLANNING	1243		1300		1338	1371	1446	HS ONLINE	1467	1495	1540	1597	LOW	HIGH		
^c SITE AND ADDITION WILL ONLY ACCOMMODATE CRS, THEREFORE NOT ENOUGH SUPPORT SPACE TO SERVE 1100 STUDENTS																								\$29,296,550	\$36,520,448
	* The following cost assumptions were used:																								
	Type				Low				High																
	New construction				\$350/sf + 20% soft costs =\$390/sf					\$375/sf + 20% soft costs =\$450/sf															
	Renovation				\$175/sf + 20% soft costs =\$210/sf					\$250/sf + 20% soft costs =\$300/sf															
	Purchased modular				~\$350/sf				~\$420/sf																
	Leased modular				~\$80/sf + ~\$38/sf/year					~\$92/sf + ~\$44/sf/year															
	See the Space Planning Report for further information.																								





EXISTING CONDITIONS FIRST FLOOR



EXISTING CONDITIONS SECOND FLOOR



Town of Arlington, Massachusetts

3.5 Continue to support technology implementation as outlined in the Technology Plan, and expand broadband connectivity within and to all schools.

ATTACHMENTS:

Type	Description
▣ Reference Material	Technology plan 2014-2018 DRAFT
▣ Reference Material	Technology summer update
▣ Reference Material	Instructional Technology plan and Common Core

Arlington Public Schools Instructional Technology Plan 2014 - 2018

Overarching Vision of Education in APS and of the Implications of the Common Core

It is our overall goal to provide students with an educational experience that enables them to:

- Work independently and collaboratively
- Analyze and synthesize multiple forms of evidence
- Use evidence to create robust arguments
- Present those arguments in oral, written, and digital form.

Nearly all of the world's information is available through digital resources. These digital resources provide the opportunity for students to share independent work easily, collaborate on a global scale, and analyze and synthesize information in an efficient manner. Digital literacy is key to achieving our overarching learning goal.

Vision of Technology, Teaching, and Learning

The utilization of technology must go well beyond its frequent role of being used as an electronic substitute for a non-digital method such as using a computer to do word-processing instead of using a typewriter. It is our goal that the use of technology moves past its most common role of augmenting existing pedagogy to a role in which it will assist in our efforts to “redefine” how we “do” school. It must help to reshape how students learn and how they are able to show what they know and are able to do.

An example of what this means in action comes from a recent assignment in one of our first grade classrooms. The students first read a book, after which they wrote their own books in the style of the author. Their books were published and shared with family and friends through age-appropriate applications, such as Kidblog and Bookcreator. The students then recorded themselves reading their books aloud so that younger students could listen to these new “audiobooks” during visits to the library. In addition, the student authors read their books using Skype to the author who was the model for their books. The author was so impressed with the students that she has scheduled a visit to their classroom during her next book tour to Boston. In designing the assignment so that students had a larger audience than just their teacher or fellow students through the use of technology, this teacher motivated her students to a higher level of achievement. The transformation of classrooms to include assignments that make learning more deep, public and relevant is a key goal of this plan. Technology has the potential to be a transformative tool in how students learn.

The work involved in this transformation is deeply aligned to the Common Core State Standards, which clearly articulates the need for the integration of technology into the curriculum in order to prepare students to be college and career ready. The standards call for the use of technology to research, collaborate, and publish as early as kindergarten. The vision of the high school graduate includes descriptors that define a truly digitally proficient student. “Students who are college and career ready employ technology thoughtfully to enhance their reading, writing,

speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals” (*Common Core State Standards*).

The Common Core State Standards call for technology to be integrated into not only the acquisition of literacy skills, but also to the acquisition of numeracy skills: “When making mathematical models, students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts” (Common Core State Standards).

Context for the Technology Plan

It is an understatement to say that technology choices for education are rapidly changing. To exactly determine what hardware and software choices will be made even three years from now is not realistic. Therefore, the technology choices outlined in the Technology Plan are based on what we know presently. The hardware and software decisions for the 2015-2016 school year are more certain than plans described for the 2016-2017 school year and beyond. The trend within the world of instructional technology is moving away from the computer lab model to mobile devices. This trend is reflected in our Technology Plan.

There is a growing need for students at the secondary level to experience online and blended (partial delivery of instruction via digital and online media) education because of trends in colleges and the workplace. Providing these experiences is reflected in our plan. Arlington students, with some exceptions, are digital natives. Their expertise in utilizing technology that begins at a younger age each year will shape our decisions in the future. Thus, the choices we make and the plans we design today must include a vision that is adaptable enough to support new technologies and applications that we cannot envision today, allowing for the potential for expansion and without the flaw of planned obsolescence.

Over the last three years, the district has made significant investments in technology. In order to make the best decisions possible, we have frequently used the “pilot-evaluate-expand” model for technology decisions. For example, pilots of shared iPad carts in three elementary schools led to a pilot of a model classroom at Dallin. This model classroom pilot led to the implementation of the district’s first one-to-one school (Thompson Elementary). Each step informed the next step in order to increase the likelihood of success. Whenever possible, hardware decisions will continue to be based on the results of pilot implementations.

As the investment in technology increases, the need for professional development for teachers increases as well. Our plan keeps the critical need for timely, effective, and appropriate professional development (PD) at the heart of everything we have envisioned. We have implemented a district-wide Technology Study Group comprised of the lead technology teachers

in each building. This group meets regularly to share how the use of technology is beginning to transform teaching and learning in each building. These teachers receive a small stipend for helping to communicate technology initiatives across the district, for offering regular professional development at each school based on the particular needs of that school, and for providing feedback from each school regarding challenges and successes in the use of instructional technology in their buildings.

Technology is used not only *during* instruction, but *also in support* of instruction. Classroom teachers K – 12 have access to achievement data that comes from the statewide standardized testing programs (MCAS and ACCESS) conducted by the Department of Secondary and Elementary Education (DESE) through DESE's Edwin Analytics software. Local formative assessment data for reading, writing, and mathematics for students K – 5 is now available to teachers through Baseline Edge Analytic software, which was purchased by the district and recently implemented at the elementary level. The Baseline Edge Analytic system has the advantage of housing student achievement data not only from district formative assessments, but from standardized tests, as well as demographic data for students. The use of Baseline Edge Analytic software for data analysis at the secondary level will be implemented in 2015 – 2016 at the middle school and 2016 - 2017 at the high school. Data at the secondary level is not currently housed in one place, but in multiple databases and spreadsheets.

The security of all student data is a paramount consideration in our selection of software. We only select software products and vendors that meet the highest level of industry standards for data security. Each system we have adopted maintains strict administrative, technical and physical procedures to protect information stored in their servers, which are located in the United States. Access to information is limited (through user/password credentials and two factor authentication) to only those employees who require the information to perform their job functions. Each vendor uses industry-standard Secure Socket Layer (SSL) encryption technology to safeguard the account registration process and sign-up information. Other security safeguards include, but are not limited to, data encryption, firewalls, and physical access controls to building and files.

Key Elements of the Technology Plan by School Year:

2014 – 2015 School Year

Hardware:

- **Elementary** – Expanded number of iPad carts to allow for one cart per grade (with exception of Thompson). Keyboards purchased to provide keyboarding lessons at each elementary school. Teacher machines at Bishop, Hardy and Peirce, which were the oldest teacher devices at the elementary level, replaced and upgraded to devices that support the use of the Baseline Edge Analytic software.
- **Middle School** – Teacher machines greater than four years old were replaced. A variety of platforms are being used at the middle school. A pilot with iPads is underway at 6th

grade. Aging Chromebooks and laptops are used in grades 7 and 8. The Digital Modeling and Technology Engineering courses use iPads and desktops.

- **High School** - Teacher desktop computers greater than four years old were replaced with devices that support the use of the Baseline Edge Analytic software. The high school is currently experimenting with three different platforms – iPads, Chromebooks, and laptops.

Parent and Community Outreach:

- Two forums will be held during the winter of 2015 to invite parent and community response to the draft of the updated Technology Plan. One forum will focus on feedback for those portions of the plan that pertain to the elementary level; the other on the portions of the plan that pertain to the secondary level.
- A separate parent outreach forum is planned for middle school parents interested in BYOD (Bring Your Own Device).
- Outreach to community members involved in high tech, engineering, and graphic design fields are held frequently each year as part of the fund-raising efforts for technology to specifically support curriculum in Science Technology, Engineering, and Math (STEM), and art.
- A technology showcase that highlights technology initiatives in the district is held annually and is scheduled for April 13, 2015 at the high school.

Curriculum:

There are two areas of work – use of teaching *with* technology and teaching *about* technology.

- Work will continue to update curriculum maps to include integration/leveraging of technology with special attention given to Common Core guidelines regarding the use of technology.
- Elementary students at Thompson will be introduced, in some classrooms, to computer programming principles through the use of Scratch Jr.
- Middle school students will be exploring computer programming through the Digital Modeling curriculum utilizing Scratch and other programming languages. Motion simulators and other related software will be utilized in the Technology and Engineering course.
- At the high school, efforts will begin to expand offerings in engineering and design, game and mobile app development, and integrated math/science projects.

Support, Professional Development, and Policies:

- The lead technology teachers will continue to lead instructional technology professional development in each building and to lead building-based instructional technology study groups.
- A graduate level course called T-21 will be offered to all high school teachers. This is a blended learning course which will focus on device-independent use of instructional technology. This course was previously offered at the elementary level.
- The November professional development day will offer a variety of workshops on the use of instructional technology.
- The role of the half-time instructional technology specialist for the elementary school will continue to expand to address building implementation needs. The role of one of the

middle school Digital Modeling teachers will expand to support the use of instructional technology at the school. A Task Force to develop pilot policies for BYOD at the high school will be constituted. BYOD will only be allowed for students in classrooms of teachers approved through the pilot application process.

Technology in Support of Teaching and Learning:

- The district will expand the use of Baseline Edge Analytic software to provide formative as well as summative assessment data at the elementary level.
- During the winter of 2015, Baseline Edge Analytic training will be offered for all elementary teachers.
- Training on the use of DESE Edwin Analytics will be offered for teachers at all levels. The use of these tools will allow teachers the opportunity to use data-based decision-making regarding instruction.
- A plan will be developed for the expansion of PowerSchool (student/district data management system) to include more functionality for elementary teachers.

2015 – 2016 School Year**Hardware:**

- **Elementary** - Replace oldest iPads at Bishop and Stratton, with new purchases to be used for grade 5 and redeployment of less functional iPads to lower grades. Increase Dallin and Brackett by one cart each in order to continue to move to the one-cart-per-two-teachers model. Replace up to one-third of iPads at Thompson. Redeploy oldest equipment to other schools at lower grade levels where less functionality is not as much of an issue.
- **Middle School** – Purchase additional devices for students based on the outcome of the sixth grade pilot and 7th/8th grade Task Force recommendations. Purchase machines and projectors for new teachers.
- **High School** - Purchase student devices based on pilot results and teacher pilot expansion applications. Purchase machines for new teachers.

Support, Professional Development, and Policies:

- Lead technology teachers with the instructional technology study group will continue to offer PD within each school.
- New T-21 graduate level course cohort will be formed for middle and high school teachers.
- Professional development course regarding the design and creation of online and blended courses will be offered to all middle and high school teachers.
- Implement/revise policies and procedures necessary to support BYOD at high school, including provisions for students who would not be able to participate in BYOD otherwise.
- Increase instructional technology support personnel across district by 1.5 FTE (1.0 FTE elementary, 0.5 FTE middle school).

Technology to Support Teaching and Learning:

- Begin to implement selected electronic assessments of student progress.

- Expand use of Baseline Edge Analytic software for analysis of student achievement data to the middle school.

2016 – 2017 School Year

Hardware:

- **Elementary** – Continue to increase the number of iPad carts at high enrollment schools to reach one-cart-per-two-teachers. Replace staff machines at Brackett and Thompson.
- **Middle School** – Continue to purchase devices for use in science, technology, engineering and math curriculum.. Begin to pilot BYOD at 7th and 8th grade. Purchase additional devices needed to provide access for students not otherwise able to participate in the pilot.
- **High School** – Implement full BYOD for high school.

Technology in Support of Teaching and Learning:

- Provide annual PD for teachers on use of data analytic tools and creation of online assessments.

Support, Professional Development, and Policies:

- Create BYOD policies for middle school based on pilot and experience at the high school.
- Provide PD on blended/online learning for middle school teachers. Offer at least one blended learning/online learning opportunity for teachers in fall and spring.

Curriculum:

- Create graduation recommendation of a minimum of one blended/online class for high school graduates.
- Increase offerings at high school in science, technology, engineering, arts, and mathematics (STEAM).
- Require all middle school students to take either Technology and Engineering or Digital Modeling each year.
- Expand opportunities in science, technology, engineering and mathematics (STEM) for all elementary students.

2017 – 2018 School Year

Hardware:

- **Elementary** – Maintain one-cart-per-two-teachers at all schools with exception of Thompson. Continue to replace oldest devices and redeploy less functional devices to lower grades when iPad carts are replaced.
- **Middle School** – Depending on outcomes of BYOD pilots, expand BYOD to grade 6. Ensure devices available for students not able to participate in BYOD otherwise.

- **High School** – Purchase sufficient devices to continue to fill gap in BYOD program.

Curriculum:

- Include STEM curriculum in programming/sequential thinking and engineering for all elementary school students at all grade levels.
- Ensure that STEM curriculum in middle school provides content and skills that will prepare students for a pre-engineering program in high school.
- Explore possible pre-engineering programs for implementation at high school level.

Support/Policies:

- Continue to review BYOD policies and modify where necessary.



Arlington Public Schools
Office of the Assistant Superintendent
869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone 781-316-3523

August 26, 2014

TO: Kathy Bodie
FROM: Laura Chesson
CC: School committee
David Good

RE: Update on technology efforts summer 2014

Kathy,

I am pleased to share that the technology staff has had an extremely successful and productive summer! Due to the generosity of the Arlington Town Capital Committee and the Arlington Education Foundation we had an infusion of over \$470,000 worth of technology into the schools this summer. Despite the daunting task they faced the tech team has met every date and this year looks to start with all the key technology pieces in place.

Two hundred and seventy-five teachers will return back to school with a new laptop at their disposal. This will allow these teachers to better utilize our student analytic and teacher evaluation programs, to begin the process of infusing more current technology into their classrooms, and to continue moving the district toward full-blown implementation of the Google suite. Susan Bisson, Jeff Snyder, Nicole Melnik, and John Macuk provided teachers with essential professional development that will allow teacher to begin using their new technology right from the first day.

Schools also received additional technology over the summer. Nearly 500 new devices were delivered to all nine schools. At the elementary schools there is now an iPad cart for each of the grades to share (with the exception of Thompson which is still one-to-one). At the middle school we have provided additional iPad carts to two of the Grade 6 clusters, upgraded one of the Digital Modeling labs and provided an additional iPad cart to be used by the Engineering classes. At the high school we have increased the number Chromebooks and other devices available to all classes within the building. In addition, two high school teachers received professional development to prepare them to teach entry level computer science classes for the fall.

In addition to the device roll-out, a significant number of new wireless access points have been installed in OMS and AHS in order to provide more depth of coverage in our wireless network.

Arlington Public Schools Instructional Technology Plan 2014 - 2018

Overarching Vision of Education in APS and of the Implications of the Common Core

It is our overall goal to provide students with an educational experience that enables them to:

- Work independently and collaboratively
- Analyze and synthesize multiple forms of evidence
- Use evidence to create robust arguments
- Present those arguments in oral, written, and digital form.

Nearly all of the world's information is available through digital resources. These digital resources provide the opportunity for students to share independent work easily, collaborate on a global scale, and analyze and synthesize information in an efficient manner. Digital literacy is key to achieving our overarching learning goal.

Vision of Technology, Teaching, and Learning

The utilization of technology must go well beyond its frequent role of being used as an electronic substitute for a non-digital method such as using a computer to do word-processing instead of using a typewriter. It is our goal that the use of technology moves past its most common role of augmenting existing pedagogy to a role in which it will assist in our efforts to “redefine” how we “do” school. It must help to reshape how students learn and how they are able to show what they know and are able to do.

An example of what this means in action comes from a recent assignment in one of our first grade classrooms. The students first read a book, after which they wrote their own books in the style of the author. Their books were published and shared with family and friends through age-appropriate applications, such as Kidblog and Bookcreator. The students then recorded themselves reading their books aloud so that younger students could listen to these new “audiobooks” during visits to the library. In addition, the student authors read their books using Skype to the author who was the model for their books. The author was so impressed with the students that she has scheduled a visit to their classroom during her next book tour to Boston. In designing the assignment so that students had a larger audience than just their teacher or fellow students through the use of technology, this teacher motivated her students to a higher level of achievement. The transformation of classrooms to include assignments that make learning more deep, public and relevant is a key goal of this plan. Technology has the potential to be a transformative tool in how students learn.

The work involved in this transformation is deeply aligned to the Common Core State Standards, which clearly articulates the need for the integration of technology into the curriculum in order to prepare students to be college and career ready. The standards call for the use of technology to research, collaborate, and publish as early as kindergarten. The vision of the high school graduate includes descriptors that define a truly digitally proficient student. “Students who are college and career ready employ technology thoughtfully to enhance their reading, writing,

speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals” (*Common Core State Standards*).

The Common Core State Standards call for technology to be integrated into not only the acquisition of literacy skills, but also to the acquisition of numeracy skills: “When making mathematical models, students know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts” (Common Core State Standards).

Context for the Technology Plan

It is an understatement to say that technology choices for education are rapidly changing. To exactly determine what hardware and software choices will be made even three years from now is not realistic. Therefore, the technology choices outlined in the Technology Plan are based on what we know presently. The hardware and software decisions for the 2015-2016 school year are more certain than plans described for the 2016-2017 school year and beyond. The trend within the world of instructional technology is moving away from the computer lab model to mobile devices. This trend is reflected in our Technology Plan.

There is a growing need for students at the secondary level to experience online and blended (partial delivery of instruction via digital and online media) education because of trends in colleges and the workplace. Providing these experiences is reflected in our plan. Arlington students, with some exceptions, are digital natives. Their expertise in utilizing technology that begins at a younger age each year will shape our decisions in the future. Thus, the choices we make and the plans we design today must include a vision that is adaptable enough to support new technologies and applications that we cannot envision today, allowing for the potential for expansion and without the flaw of planned obsolescence.

Over the last three years, the district has made significant investments in technology. In order to make the best decisions possible, we have frequently used the “pilot-evaluate-expand” model for technology decisions. For example, pilots of shared iPad carts in three elementary schools led to a pilot of a model classroom at Dallin. This model classroom pilot led to the implementation of the district’s first one-to-one school (Thompson Elementary). Each step informed the next step in order to increase the likelihood of success. Whenever possible, hardware decisions will continue to be based on the results of pilot implementations.

As the investment in technology increases, the need for professional development for teachers increases as well. Our plan keeps the critical need for timely, effective, and appropriate professional development (PD) at the heart of everything we have envisioned. We have implemented a district-wide Technology Study Group comprised of the lead technology teachers

in each building. This group meets regularly to share how the use of technology is beginning to transform teaching and learning in each building. These teachers receive a small stipend for helping to communicate technology initiatives across the district, for offering regular professional development at each school based on the particular needs of that school, and for providing feedback from each school regarding challenges and successes in the use of instructional technology in their buildings.

Technology is used not only *during* instruction, but *also in support* of instruction. Classroom teachers K – 12 have access to achievement data that comes from the statewide standardized testing programs (MCAS and ACCESS) conducted by the Department of Secondary and Elementary Education (DESE) through DESE's Edwin Analytics software. Local formative assessment data for reading, writing, and mathematics for students K – 5 is now available to teachers through Baseline Edge Analytic software, which was purchased by the district and recently implemented at the elementary level. The Baseline Edge Analytic system has the advantage of housing student achievement data not only from district formative assessments, but from standardized tests, as well as demographic data for students. The use of Baseline Edge Analytic software for data analysis at the secondary level will be implemented in 2015 – 2016 at the middle school and 2016 - 2017 at the high school. Data at the secondary level is not currently housed in one place, but in multiple databases and spreadsheets.

The security of all student data is a paramount consideration in our selection of software. We only select software products and vendors that meet the highest level of industry standards for data security. Each system we have adopted maintains strict administrative, technical and physical procedures to protect information stored in their servers, which are located in the United States. Access to information is limited (through user/password credentials and two factor authentication) to only those employees who require the information to perform their job functions. Each vendor uses industry-standard Secure Socket Layer (SSL) encryption technology to safeguard the account registration process and sign-up information. Other security safeguards include, but are not limited to, data encryption, firewalls, and physical access controls to building and files.

Key Elements of the Technology Plan by School Year:

2014 – 2015 School Year

Hardware:

- **Elementary** – Expanded number of iPad carts to allow for one cart per grade (with exception of Thompson). Keyboards purchased to provide keyboarding lessons at each elementary school. Teacher machines at Bishop, Hardy and Peirce, which were the oldest teacher devices at the elementary level, replaced and upgraded to devices that support the use of the Baseline Edge Analytic software.
- **Middle School** – Teacher machines greater than four years old were replaced. A variety of platforms are being used at the middle school. A pilot with iPads is underway at 6th

grade. Aging Chromebooks and laptops are used in grades 7 and 8. The Digital Modeling and Technology Engineering courses use iPads and desktops.

- **High School** - Teacher desktop computers greater than four years old were replaced with devices that support the use of the Baseline Edge Analytic software. The high school is currently experimenting with three different platforms – iPads, Chromebooks, and laptops.

Parent and Community Outreach:

- Two forums will be held during the winter of 2015 to invite parent and community response to the draft of the updated Technology Plan. One forum will focus on feedback for those portions of the plan that pertain to the elementary level; the other on the portions of the plan that pertain to the secondary level.
- A separate parent outreach forum is planned for middle school parents interested in BYOD (Bring Your Own Device).
- Outreach to community members involved in high tech, engineering, and graphic design fields are held frequently each year as part of the fund-raising efforts for technology to specifically support curriculum in Science Technology, Engineering, and Math (STEM), and art.
- A technology showcase that highlights technology initiatives in the district is held annually and is scheduled for April 13, 2015 at the high school.

Curriculum:

There are two areas of work – use of teaching *with* technology and teaching *about* technology.

- Work will continue to update curriculum maps to include integration/leveraging of technology with special attention given to Common Core guidelines regarding the use of technology.
- Elementary students at Thompson will be introduced, in some classrooms, to computer programming principles through the use of Scratch Jr.
- Middle school students will be exploring computer programming through the Digital Modeling curriculum utilizing Scratch and other programming languages. Motion simulators and other related software will be utilized in the Technology and Engineering course.
- At the high school, efforts will begin to expand offerings in engineering and design, game and mobile app development, and integrated math/science projects.

Support, Professional Development, and Policies:

- The lead technology teachers will continue to lead instructional technology professional development in each building and to lead building-based instructional technology study groups.
- A graduate level course called T-21 will be offered to all high school teachers. This is a blended learning course which will focus on device-independent use of instructional technology. This course was previously offered at the elementary level.
- The November professional development day will offer a variety of workshops on the use of instructional technology.
- The role of the half-time instructional technology specialist for the elementary school will continue to expand to address building implementation needs. The role of one of the

middle school Digital Modeling teachers will expand to support the use of instructional technology at the school. A Task Force to develop pilot policies for BYOD at the high school will be constituted. BYOD will only be allowed for students in classrooms of teachers approved through the pilot application process.

Technology in Support of Teaching and Learning:

- The district will expand the use of Baseline Edge Analytic software to provide formative as well as summative assessment data at the elementary level.
- During the winter of 2015, Baseline Edge Analytic training will be offered for all elementary teachers.
- Training on the use of DESE Edwin Analytics will be offered for teachers at all levels. The use of these tools will allow teachers the opportunity to use data-based decision-making regarding instruction.
- A plan will be developed for the expansion of PowerSchool (student/district data management system) to include more functionality for elementary teachers.

2015 – 2016 School Year**Hardware:**

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- **High School** – Purchase sufficient devices to continue to fill gap in BYOD program.

Curriculum:

- Include STEM curriculum in programming/sequential thinking and engineering for all elementary school students at all grade levels.
- Ensure that STEM curriculum in middle school provides content and skills that will prepare students for a pre-engineering program in high school.
- Explore possible pre-engineering programs for implementation at high school level.

Support/Policies:

- Continue to review BYOD policies and modify where necessary.



Town of Arlington, Massachusetts

Goal IV - Operations, Communication and Stakeholder Engagement

Summary:

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.



Town of Arlington, Massachusetts

4.1 APS is dedicated to recruiting, hiring and retaining a diverse staff of outstanding educators. The diversity of the APS staff will increase from the 2013-2014 baseline in order to better reflect the diversity of our student population.

ATTACHMENTS:

Type	Description
▣ Reference Material	TSTT Program update
▣ Reference Material	Hiring Update September 2014



RPM Program Overview/Update- May 12, 2014

Current Enrolled Students

Arlington- 5 Juniors
Andover- 6 Juniors
Brookline-12 Freshman & Juniors
Lexington-5 Juniors

Teacher Mentors

Melanie Konstandakis
Joanne Najarian
Malcolm Cawthorne & Jeanette Sergeant
Mary Gretchen Segars

Total Enrollment- 28

Student Recruitment & Interested Students

Cambridge Public Schools has joined the TSTT Program with a cohort of 10 students. The recruitment for the 10 students in Cambridge is taking place between May and June, 2014.

Next Year, the following districts will add allotted amount of students for School year 2014/2015

Arlington- 1 new junior
Andover- 0 new students (Will work on having freshman shadow current students in program)
Brookline- 5 new freshman
Lexington- 0 new students

Projected enrollment for 2014 is 44 students total. This will make the current RPM eligible for full time status.

Highlights & Program Events

- Lesley University Day Program- All TSTT students from Worcester & Boston participated in this program on April 25, 2014
- CDW-UMASS Lowell Day trip to the UTEACH Program- Students engaged in lesson planning and learned about the STEM Program offered at UMASS Lowell.
- Students completing their TSTT tutorial requirements and shadowing assignments
- Annual Recognition Breakfast scheduled for June 12, 2014
- Annual Parent Info Session May 17, 2014
- Teacher Mentor Retreat-May 30th at Wheelock College
- TSTT School Committee presentation on May 22, 2014
- Cambridge Public School recruitment meeting May 15, 2014

Completed Activities

- Annual Technology Conference
- Annual Parent Information Session
- SAT prep for all juniors
- Monthly meetings- All districts
- CDW- Lesley University
- Tutorial Training- Lexington, Brookline, Arlington and Andover
- Advisory quarterly meetings
- CDW Umass Lowell-STEM Program
- Completing teacher shadowing & classroom observations

College Partnership Opportunities

- Follow up meeting with Boston University scheduled for June, 2014
- Follow up with Wheelock College and UMASS Lowell for partnership specifications
- Make appointments with Regis College, Northeastern University and Boston College



UMASS LOWELL UTEACH PROGRAM!





Annual Technology Conference- Wheelock College!!

Staffing Report
September 18, 2014

New Administrator Summary

2 New Elementary Principals - Dallin and Thompson
New Special Education Director
New Assistant Principal at Ottoson

New Teachers Summary

63 New Teachers/Nurses/Team Chairs/Specialists

Of those:

42 replace teachers who retired, resigned, moved to another position, or are on a full year leave

19 are new positions (some are partial FTE's). Some are for the new cluster at Ottoson, some for grade level increases and other FTE needs at the middle and high school. We also have an increased in ELL staffing based on numbers of ELL student and staffing of math coaches.

2 positions in the preschool had previously been contractors. We made them employees this year.

1 position is a Title I Reading Teacher at Germaine Lawrence. Since the Title I money comes through us, we hire the staff person. Previously, this position was a tutor position, but GL decided to allocate the funds differently and were able to hire a teacher.

10 of the people newly hired as teachers had been teaching assistants or building subs in Arlington. Some others had done student teaching here and some others had previously been in long term substitute positions.

HR has met with each new hire to review essential information, including ethics law, insurance options, orientation schedule and to set teachers on the salary scale according to contract. We have also reviewed fingerprinting requirements for each new employee.

Hires by School:

<u>Arlington High School</u>	<u>14</u>
-------------------------------------	------------------

<u>Ottoson</u>	<u>16</u>
<u>Bishop</u>	<u>2</u>
<u>Brackett</u>	<u>5</u>
<u>Dallin</u>	<u>1</u>
<u>Hardy</u>	<u>4</u>
<u>Peirce</u>	<u>2</u>
<u>Stratton</u>	<u>7</u>
<u>Thompson</u>	<u>4</u>
<u>Menotomy Preschool</u>	<u>3</u>
<u>Germaine Lawrence</u>	<u>1</u>
<u>Split Between Schools</u>	<u>1</u>
<u>District-wide</u>	<u>3 (2 Elementary Math Coaches; 1 BCBA)</u>

New Teaching Assistants/Building Substitutes

40 New Teaching Assistants, as of today.

The hiring process continues for them, as we have some unfilled positions. .

Most replace T.A.'s who left. Some others are additional assistants for Kindergarten classrooms, class size needs, or building substitutes.

8 have Masters Degrees. Many others are in school in Masters Programs.

Arlington After School Staff:

We now have District-run after-school programs at Hardy, Thompson and Ottoson. We have 10 new after-school staff members, replacing staff members who left the After-School programs at

the end of the 2013-2014 school year and filling the new positions at the Ottoson after school program. Most of these staff members work 25 hours per week.



Town of Arlington, Massachusetts

4.2 A dashboard of district metrics will be developed and be made available for all stakeholders by June 2015.



Town of Arlington, Massachusetts

4.3 The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.

ATTACHMENTS:

Type	Description
▢ Reference Material	Dashboard Ideas from Community Relation Minutes
▢ Reference Material	Novus information update
▢ Reference Material	Online Communication on Public Website Survey results
▢ Reference Material	Update Arlington Online Communications/ Customer Service Properties
▢ Reference Material	Website Design
▢ Reference Material	Requests for Proposal RFP
▢ Reference Material	Appendix AB for RFP
▢ Reference Material	Appendix C Price Submission Form
▢ Reference Material	Website page design
▢ Reference Material	Website changes 10 2015

Approved June 9, 2015
Community Relations Subcommittee
May 7th, 2015

Meeting started at 4:00.

Present: Cindy Starks, Jennifer Susse (Judson was absent)

Survey

Ms. Susse noted that Kathy has the results but is looking into how to access them without printing everything out.

Dashboard - Ideas

Class Sizes (now and over time)

Total budget breakdown (now and over time)

Per pupil spending (compare to State and TM12)

District report card

Picture of a school (principal, Specialists, Help, PTO, etc.)

How are complaints handled?

School Website

Look at each of the school websites – What do we like? What don't we like?

Reach out to website designer's at each school

What are other ways to involve the community?

Who updates? Need someone at school level with authority to update

Is there a way to ask a question or make a request (similar to town)?

Public Conversations

Ms. Starks advocated for public conversations (not just presentation). We agreed that the dates for such conversations would have to be set in advance with tons of publicity.

Some ideas:

- Testing
- Class sizes (plans for the district to handle overcrowding)
- Finances

School Improvement Plans

We noted that other district school committees are more involved than we are.

Lexington SC is involved in standardizing them and Somerville reviews them before the final budget decisions)

Meeting adjourned at 5:15 p.m.

June 23, 2014

Dear School Committee and Staff,

For the meeting on Thursday June 26, 2014, we will be piloting the digital meeting management software called NovusAgenda. In order to help you with this pilot process, I have created a tutorial to show you the steps to log in to the system from any computer with an internet connection. Please see the tutorial on page 2 and follow the instructions using the username and password given to you in this email message.

You will also be receiving the agenda and meeting materials in the traditional paper format. Everything that is in the paper packet is also in the digital packet. You will notice that the layout and functionality of the digital packet is different, but I believe it to be easy to use. You cannot break the software, so please be curious when using the software. If we choose to purchase this software, we will be able to further customize the digital packet to meet staff and board needs. We already see a few areas where improvements could occur.

For the meeting, you will be given an iPad and internet connection to access the digital packet. You may also use the paper packet, but we hope you will at least try the digital packet at home and at the meeting in some capacity. Our software pilot timeframe is short and this may be the only chance you get to test the software prior to deciding to purchase or not.

Adam Kurowski (akurowski@town.arlington.ma.us or 781-316-3385) should be contacted with all technical questions leading up to the meeting. He will also be attending the meeting and will be sitting with Karen Fitzgerald to assist her and you throughout the meeting.

Sincerely,
Adam Kurowski



SCHOOL COMMITTEE MEMBER TUTORIAL

For NovusAgenda Software
Part of the Digital Meeting Management Project



1. Log-in to NovusAgenda Boardview

- Only users with log-in credentials have access to this site

<http://arlington.novusagenda.com/BoardWeb>

- Your user name and password can be retrieved at the Selectmen's Office
- Your password can be changed upon request to Adam Kurowski

2. Quick view of Upcoming Meetings.

- Click the HTML button to the right of the meeting to access the agenda

3. Agenda view

- Click an agenda item in the left hand column to access the item and see available attachments/reference material
- Click a link to download available attachments
- Open the attachment once download is complete

4. Add comments

- Click the Comments tab to write and save comments about an item
- All Comments will be saved to your profile. Your Comments will not be accessible to anyone else or the public
- When a Comment is saved, a cartoon icon is placed next to the item

5. Additional training is available in video format using the link to the right

<http://bcove.me/ynmytikx>



**Town of Arlington
Office of the Town Manager**

**Joan Roman
Public Information Officer**

**730 Massachusetts Avenue
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Phone (781) 316-3550
Fax (781) 316-3019
E-mail: jroman@town.arlingtonma.gov
www.arlingtonma.gov**

To: Arlington Board of Selectmen, Town Manager, and Town Department Heads
RE: Public Website Survey Results
Date: July 18, 2013

Introduction: The Town of Arlington is in the process of updating its website, www.arlingtonma.gov, with the goal of making it more user-friendly for visitors and more efficient to manage for staff. This will result in a new-looking website and the integration of a Content Management System (CMS). Beyond looking at analytics of website traffic and discussions with internal stakeholders, the Town wanted to learn more about its site visitors. Questions about who visits the site and how and why they use it were included. To help us with the design of the site, we also wanted to know how visitors perceive the character of the Town. To help answer these questions an online public survey was conducted in early May. This is not a comprehensive survey by any means, but it does provide some valuable insight and guidance as the Town continues to develop and design the next version of arlingtonma.gov.

Methodologies: The survey was conducted via Survey Monkey and publicized on the Town's website and local media. Three Town of Arlington Notices (email alerts) were sent during the two weeks the survey was online.

Top line/Demographic Information:

Number of respondents: We received 1,304 responses to the short, 9 question survey.

Residents vs non-residents: 89% or 1,043 respondents claim to be Arlington residents, 11% (134) are not.

Work in Arlington: 36% (426) respondents claim to work in Arlington, 64% (751) do not work in Town.

Arlington Business Owners: 8% (95) claim to be Arlington business owners, 92% (1,081) are not.

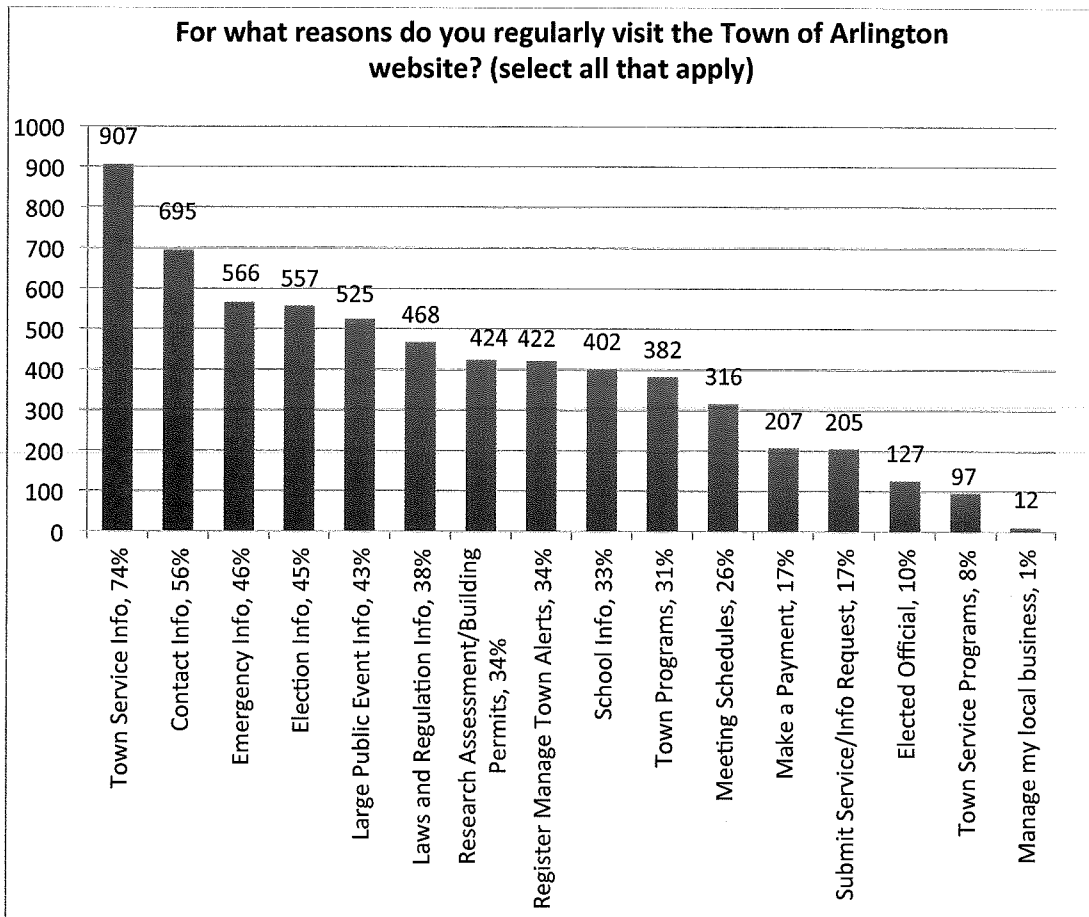
Age: 56% (650) respondents are between the ages of 30-54, 24% (280) are between 55-64 years old, and 11% (132) are between the ages of 65-74.

How often respondents currently visit the site: 36% (471) respondents report using the site about monthly or less, 27% (357) reported they visit the site 2-3 times a month, while 19% (242) report visiting about once a week.

(These charts can be found at the end of this report on page 6.)

**For what reasons do you regularly visit the Town of Arlington website?
(select all that apply)**

The top response for current usage of the Town's website was to look up information about a Town service, such as trash/recycling, public safety, or street sweeping (74% or 907), followed by finding Town contact information (56% or 695). Looking up emergency information such as weather alerts, parking bans, and other Town closures (46% or 566), finding election information (45% or 557), and information on large public event (43% or 525) were next most cited. Other common usage areas include information on Town laws and regulations (38% or 468), building permits (34% or 424), school information (33% or 402), or Town programs (31% or 382).

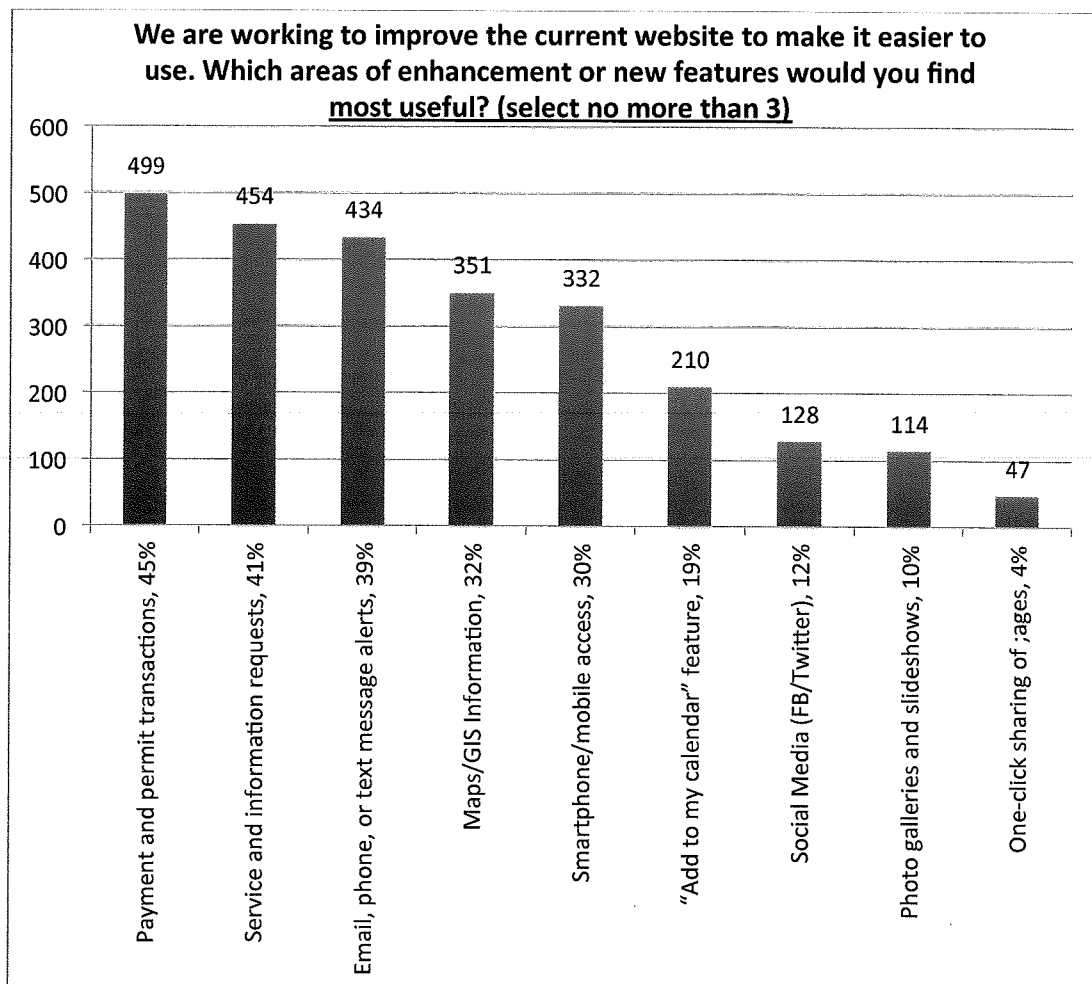


Initial Conclusions/Response: These results tell us that we should ensure that service and contact information is readily available and easy to find. Emergency and related information should be prominent when necessary and visitors come to the site to learn about large Town events.

The Town currently puts great emphasis on providing service and emergency information. We do provide information on Large Public Events and the responses here indicate there may be an opportunity to enhance promotion of large Town activities as users are visiting the site looking for this information.

**We are working to improve the current website to make it easier to use. Which areas of enhancement or new features would you find most useful?
(select no more than 3)**

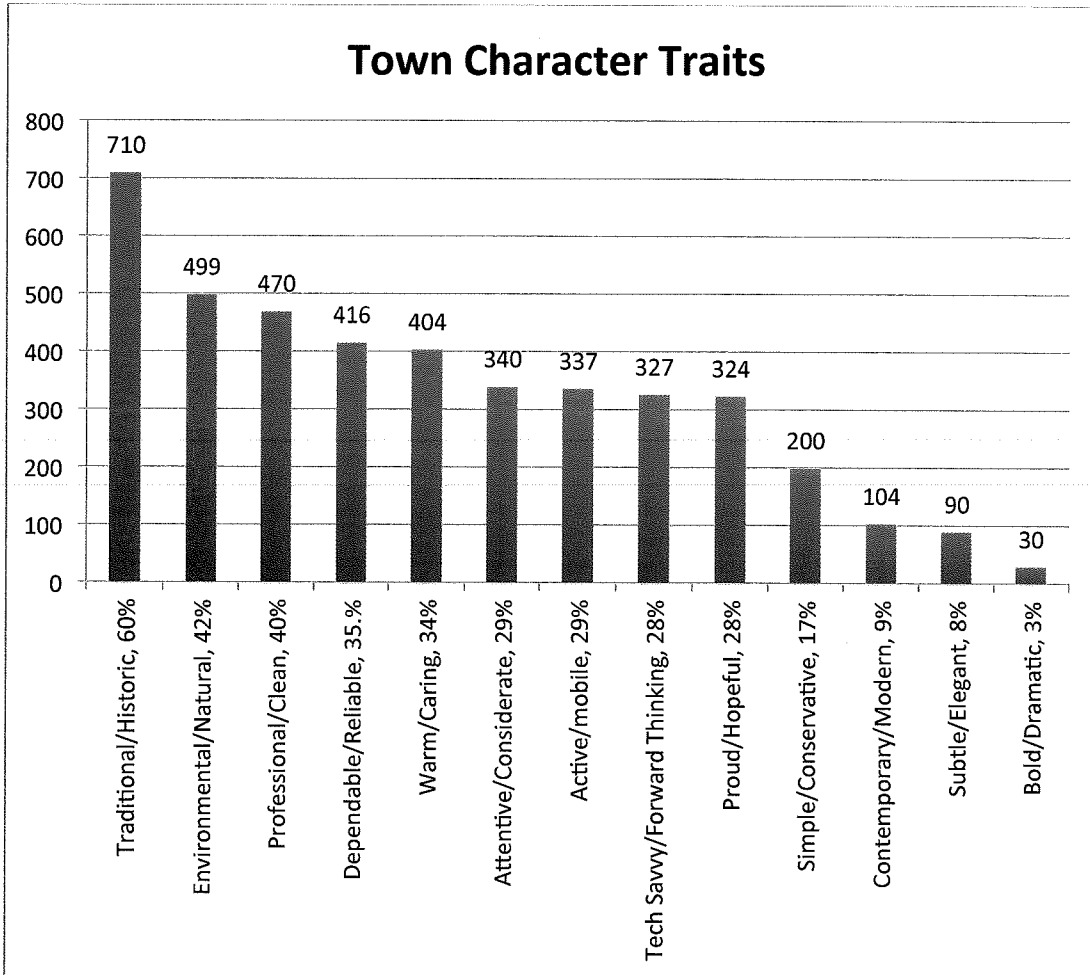
Online transactions, such as payments and permitting, were the top features/enhancements requested (45% or 499), with online service and information requests (41% or 454) the next most popular response. Email, phone, or text messaging was deemed useful by 39% (434) of respondents followed by Maps/GIS information (32% or 351), smart phone/mobile access (30% or 332), and "add to my calendar" feature (19% or 210). Social media (12% or 128), photo galleries (10% or 114), and one-click sharing (4% or 47) were least requested.



Initial Conclusions/Response: The Town does provide some online transaction and permit information as well as online service requests, however, there is a desire from respondents to provide enhancements to these offerings. After the launch of the new website the Town will evaluate further and prioritize the next generation of features and enhancements. The current focus of the site update is to migrate existing content to a new Content Management System (CMS) so we might acquire a robust platform in which future additions and enhancements in these, and other areas, can be provided in an efficient manner.

To help direct the Town in its redesign efforts we would like to establish a tone that best reflects the character of Arlington. To assist us, please pick the character traits you associate with the Town. (select all that apply)

Traditional/historic led the way with 60% (710) respondents followed by Environmental/Natural (42%), Professional/Clean (40%), Dependable/Reliable (35%), Warm/Caring (34%), Attentive/Considerate (29%), Active/Mobile (29%), Tech Savvy/Forward Thinking (28%), and Proud/Hopeful (28%). These are certainly subjective opinions, but are extremely helpful for the designers as they put a new face on the Town's website that reflects a common view of its residents and how they want the Town to present itself.



Initial Conclusions/Response: As previously mentioned the Town is using this feedback to help guide the design of the new site.

Top 10 User Comments

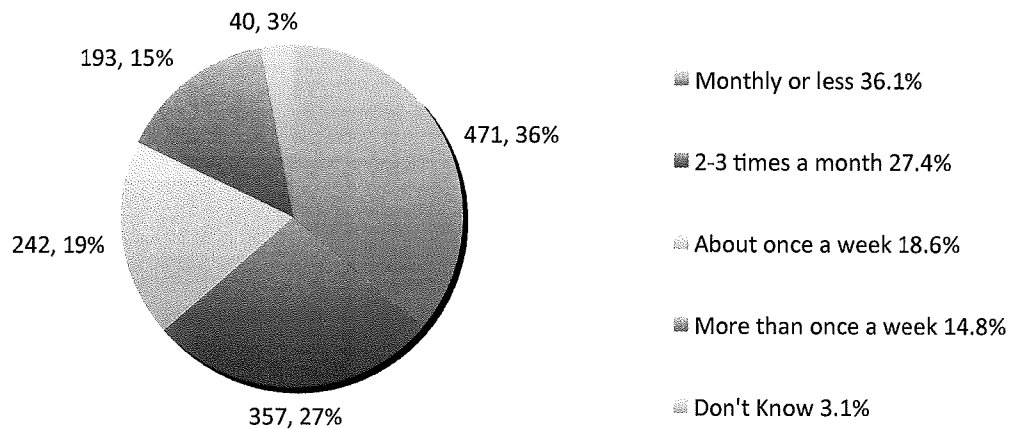


Initial Conclusions/Responses: The word cloud above highlights the top 10 user comments provided in the open comments section. Clearly respondents see a need to improve our current navigation and search; basically making it easier to find content. Respondents also desire an updated look with more photos and graphics. There is valuable feedback to boards and committees to maintain and keep their content up-to-date. A primary goal of the new CMS/website is to improve the tools to make this, as well as other tasks, easier for staff. The current website is 508 ADA Compliant and it is a requirement of the project for the new site to be as well. We are pleased so many respondents find value in Town Notices and we will continue with this service and hopefully make enhancements to it in the future. We are also pleased that respondents appreciated the Town's solicitation of feedback and we appreciate respondents' participation. These responses are very helpful in our development of the new site.

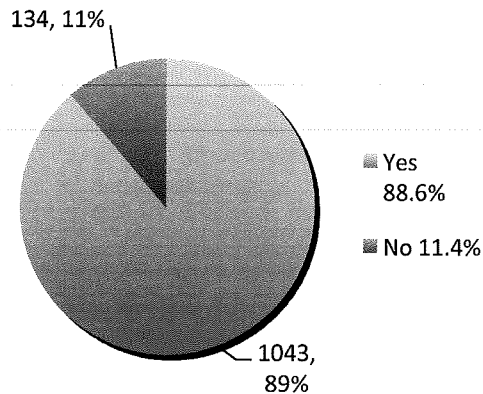
Next Steps: The Town is incorporating this feedback as well as feedback gathered from internal stakeholders and website analytics to develop a new arlingtonma.gov. With our new vendor, Vision Internet, we continue to make progress working with over a dozen departments, auditing and evaluating content, as well as refining communication goals. With approximately 10,000 pages to remap and migrate careful planning and preparation will assist in a smooth transition to a new website for both staff and residents, though bumps are expected. We anticipate the new site will launch later in the year.

Vision Internet of Santa Monica, CA is a national leader in government website development and has over 500 clients including San Francisco, Atlanta, and Chapel Hill, NC. Company and client details can be found online at: visioninternet.com.

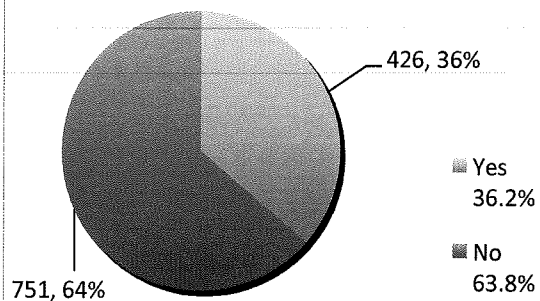
How often do you visit site?



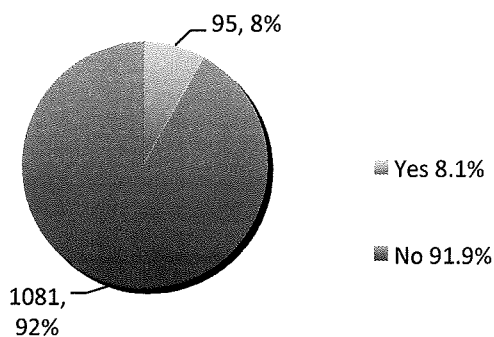
Arlington Resident?



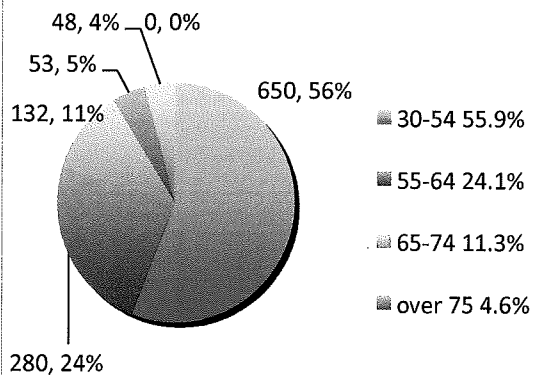
Work in Arlington?



Arlington Business Owner?



Respondent Age



Update Arlington Online Communications/Customer Service Properties

Phase 1

Phase 1 Goal: Review Arlington's current online communication and customer service operations and goals. Gather requirements to update existing tools to meet those goals while providing improved efficiencies for staff and service delivery to residents. Focus of project is updating the Town's current website and email channels, with an eye toward possible social media, local media (sms), mobile devices, and other communication/CS channel integration.

Project Outline

- Meet with Town stakeholders to compile Communication/CS goals and gather requirements and priorities to support those goals.
- Conduct public survey to gauge resident desires and expectations for current and future service delivery.
- Engage ITAC, Web Group to assist on various aspects of the project (survey, RFP, technology analysis, etc).
- Research current technologies and trends in the municipal and private sector through visits and calls to other municipalities, local organizations, online research, and other opportunities.
- Write RFP, collect initial list of vendors to pursue, and identify Town stakeholders for vendor evaluation (Phase 2).
- Outline Phase 2 of project. It is anticipated that Phase 3 (implementation) will be determined in Phase 2.



Suggested ITAC Web Group Participation

Research, Analysis: During this phase, I will be researching available technology and trends in the municipal and private sectors through visits and calls to other municipalities, local organizations, and online research. I would also welcome and encourage ITAC share knowledge and assist in research/analysis of current technology and trends that support the project goals.

Public Survey, assist/feedback: Help develop public survey and outreach strategy. It is anticipated that the public survey will be tested internally before launch.

RFP, Phase 2 Project Outline: Provide feedback, review of these documents.

Additional ITAC Participation: If there are other areas you'd like to assist, let me know and we'll slot it in. Conversely, the items listed are suggested and please only commit to tasks that you feel you can reasonably fulfill.

Estimated Time Table - Activities and Milestones

The table below estimates activities and milestones for each month. This table is illustrative and crossover of activities between months is expected.

Month 1	Month 2	Month 3	Month 4
Research	Research	Research	Research
Scheduling/Conduct Meetings with stakeholders	Scheduling/Conduct Meetings with stakeholders	Conduct Last Meetings with stakeholders	Analyze Public Survey/ Review Dept Goals/Requirements
Engage ITAC Web Group - Create Public Survey	Conduct Internal Survey/Review Dept Goals/Requirements	Conduct Public Survey/Review Dept Goals/Requirements	Write RFP, Outline Phase 2 Initial vendor list ID Town stakeholders for vendor evaluations

Update Arlington Online Communications/Customer Service Properties Phase 1

ITAC Memo
Dept.

Phase 1 Goal: Review Arlington's current online communication and customer service operations and goals. Gather requirements to update existing tools to meet those goals while providing improved efficiencies for staff and service delivery to residents. Focus of project is updating the Town's current website and email channels, with an eye toward possible social media, local media (sms), mobile devices, and other communication/CS channel integration.

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- Write RFP, collect initial list of vendors to pursue, and identify Town stakeholders for vendor evaluation (Phase 2).
- Outline Phase 2 of project. It is anticipated that Phase 3 (implementation) will be determined in Phase 2.



Department Participation

Stakeholder meetings, liaison - We are planning to make these meetings as efficient as possible (1-3 per department in the next 8 weeks). Departments should assign at least one member of their staff to act as liaison to this project. To help start this process, think how online tools can streamline your CS processes and improve your department's communication goals. One exercise is to put together a list of websites you like and those you don't like, and explain why. We can review these in our initial stakeholder meeting along with your list of requirements.

Public Survey, feedback: I would like to test the public survey internally and would rely on staff participation to take the survey and comment. I would also welcome participation in helping to develop the survey.

Research, tell me what you know: During this phase, I will be researching available technology and trends in the municipal and private sectors through visits and calls to other municipalities, local organizations, and online research. I would also welcome and encourage department heads/staff to forward me communication and customer service tools and technologies that they would like explored.

Estimated Time Table - Activities and Milestones

The table below estimates activities and milestones for each month. This table is illustrative and crossover of activities between months is expected.

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Engage ITAC Web Group - Create Public Survey	Conduct Internal Survey/Review Dept Goals/Requirements	Conduct Public Survey/Review Dept Goals/Requirements	Write RFP, Outline Phase 2 Initial vendor list ID Town stakeholders for vendor evaluations



**Town of Arlington
Office of the Town Manager**

**Joan Roman
Public Information Officer**

**730 Massachusetts Avenue
Arlington MA 02476-4908
Phone (781) 3163010
Fax (781) 316-3019
E-mail:
jroman@town.arlington.ma.us
www.arlingtonma.gov**

To: Town Manager
Cc: Board of Selectmen
RE: Arlington's Online Communication/Customer Service Project

This is a memo to inform you and the Board of Selectmen that Phase 1 of the project to review Arlington's current online communication and customer service operations has begun. The goal of Phase 1 is to gather requirements to update existing tools to meet current and future operations, while providing improved efficiencies for staff and service delivery to residents. The focus of this project is updating the Town's current website and email channels, with an eye toward possible social media, local media (sms), mobile devices, and other communication/CS channel integration. Upon completion, this project will provide tremendous improvements to Arlington's public communications and customer service initiatives. Below is an outline of Phase 1 of this 3 phase project.

Project Outline

- Meet with Town stakeholders (departments) to compile Communication/CS goals and gather requirements and priorities to support those goals.
- Conduct a public survey to gauge resident desires and expectations for current and future service delivery.
- Engage ITAC, Web Group to assist on various aspects of the project (survey, RFP, technology analysis, etc).
- Research current technologies and trends in the municipal and private sector through visits and calls to other municipalities, local organizations, online research, and other opportunities.
- Write RFP, collect initial list of vendors to pursue, and identify Town stakeholders for vendor evaluation (Phase 2).
- Outline Phase 2 of project. It is anticipated that Phase 3 (implementation) will be determined in Phase 2. Similarly, Phase 1 will inform Phase 2.

Estimated Time Table - Activities and Milestones

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Online Communication/CS Project Goals/Tools Outline

Improve Communication/CS delivery to Public

Goals

- Easy access to information (finding, convenience)
- Good, fast response to issues
- Wider distribution of information (channels)
- Consistent look and feel across site
- Consistent information across site
- Compatibility across multiple platforms (browsers/mobile)

Tools

- Website
- Email Distribution Lists
- Request/Answer Center
- Arlington Alerts (CodeRED – phone/text notification)
- Social Media (evaluate)
- SMS, RSS (evaluate)
- Mobile devices *(to me, this falls in both Goals (to support) and tools (how we use), but feel free to comment otherwise.)*

Improve Staff Efficiency

Goals

- Ability to add content posters (users) and more efficiently manage their workflow (ex: permissions)
- Improve Workflow, eliminate redundant tasks (ex: CSS, dynamic content)
- Help Departments find, and more easily serve, their audience (help develop their content strategies)
- Evaluate Open Meeting Law/Bylaw requirements with respect to archiving Minutes/Agendas online and appropriateness for this project.
- Improve efficiency of PIO (reduce SysAdmin and training duties, push more content responsibilities/accountability to Departments). *Not sure this needs its own line, can be considered under "Improve Workflow," but I can live with it either way.*

Tools

- Same as above, plus Intranet (evaluate)

Design.

These completely new designs have been built from the ground-up to make sure that they will look great on your screens, as well as all of your mobile devices. These will make sure you have the best looking website, no matter what devices you view it on. Call or email us today to get started on building your own responsive site, one of our great designs.

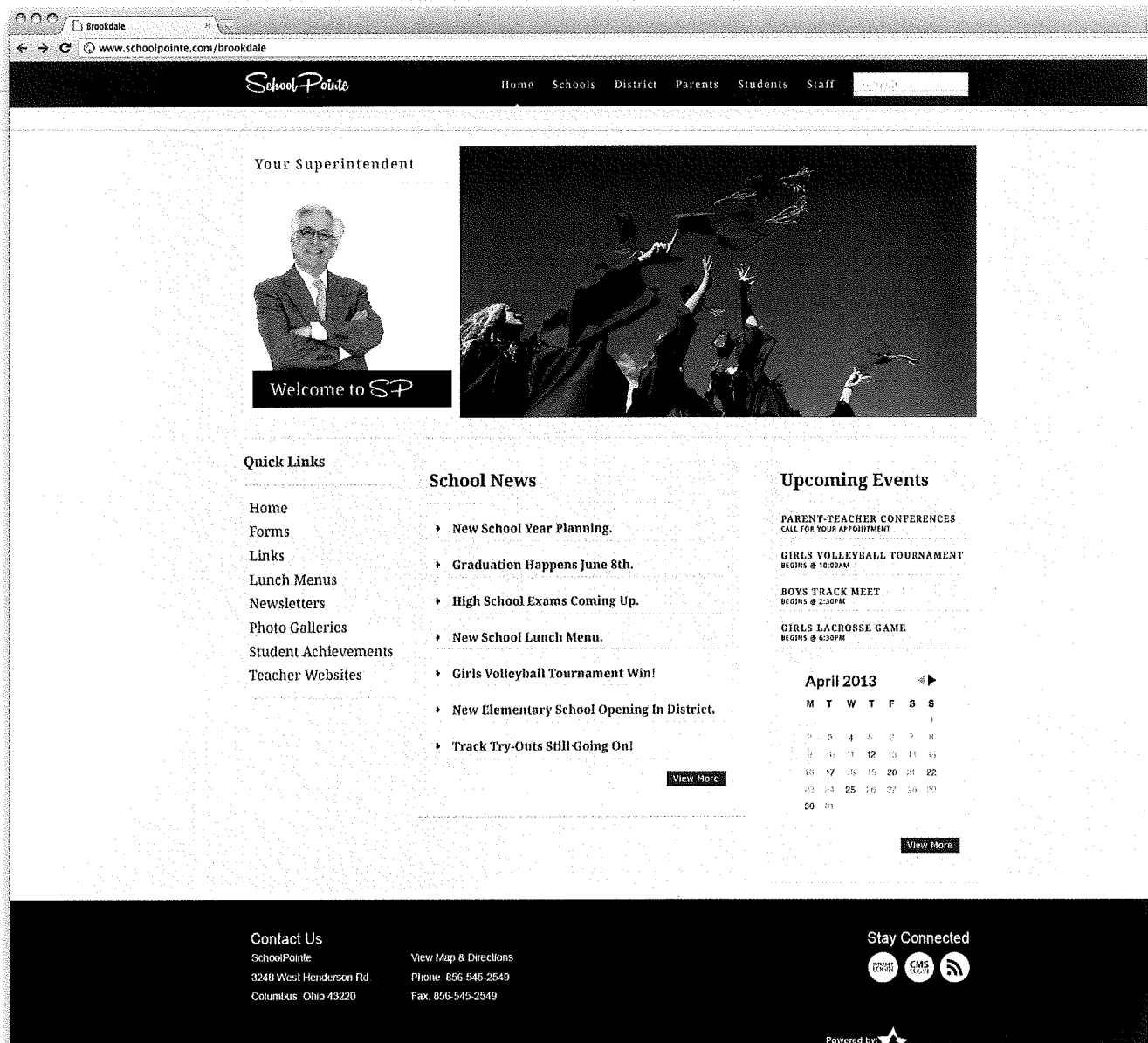
Pick a template ▾



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Pick a template ▼



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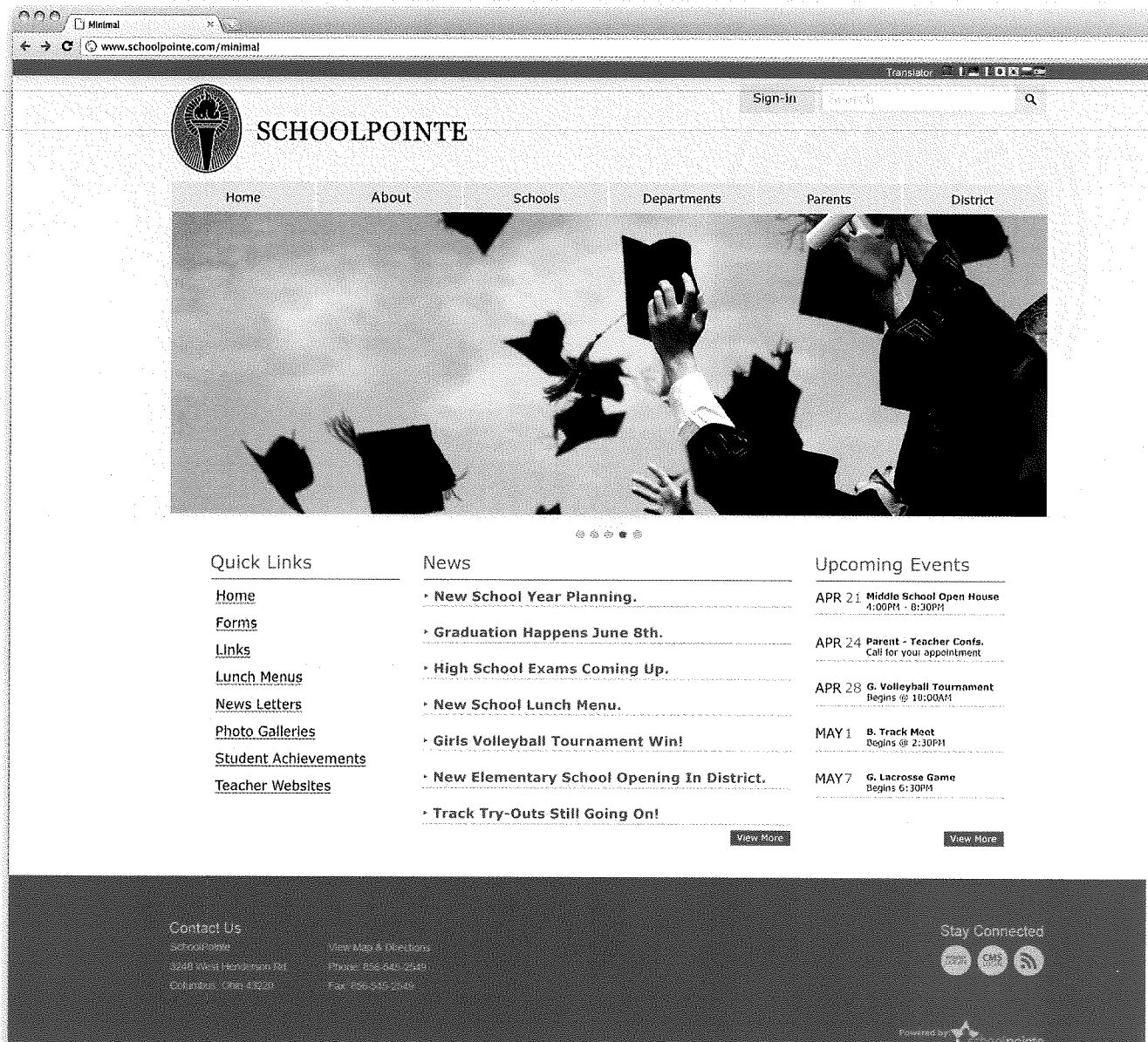
Pick a template ▼

The screenshot shows a web browser window displaying the SchoolPointe City Schools website. The browser's address bar shows the URL www.schoolpointe.com/illusion. The website has a dark header with a navigation menu: Home | Departments | Schools | Board of Education | Students | Directory. A "TRANSLATOR" button and social media icons are also present. A search bar is on the right. The main banner features the SchoolPointe City Schools logo (a stylized star) and a large photo of students. Below the banner, the layout is divided into three columns. The left column, titled "quick LINKS", lists: About our District, Alumni, Athletics, Board of Education, E-Communications, Employment, Forms & Links, Photo Gallery, and Staff Directory. It also includes buttons for "STAFF RESOURCES", "PARENT RESOURCES", and "STUDENT RESOURCES". The middle column, titled "latest News", features a "welcome to SCHOOLPOINTE CITY SCHOOLS!" message from a man, followed by three news items, each with a photo and text: "DSN Middle wins at tournaments" dated February 10, 2013. The right column, titled "upcoming EVENTS", lists four events: "DSN Pep Assembly in North Gym" on 5 NOV, 6 NOV, 8 NOV, and 8 NOV, all at 2:30 p.m. Below the events is a calendar for March 2013, showing days of the week (M, T, W, T, F, S, S) and dates (1 through 31).

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Pick a template ▼



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Pick a template ▾

www.schoolpointe.com/new-hope

HOME | DISTRICT | SCHOOLS | DEPARTMENTS | STUDENTS | PARENTS | STAFF

Google Translate

Sign-in to OLC



SCHOOLPOINTE
INDEPENDENT SCHOOLS



QUICK LINKS

About our District

Alumni

Athletics

Board of Education

Employment

Forms & Links

Photo Gallery

Staff Directory

STAFF RESOURCES

PARENT RESOURCES

STUDENT RESOURCES

WELCOME

SchoolPointe Independent Schools

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READ MORE >>



Joe Miller
Superintendent

SCHOOL NEWS

2011-2012 Planning Information

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2011-2012 Planning Information

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2011-2012 Planning Information

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2011-2012 Planning Information

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VIEW ALL NEWS >>

UPCOMING EVENTS

Monday, February 15

• Parent/Teacher Conferences

• Opening Day

Tuesday, February 16

• Coordinators Meeting

• Market Day


Wednesday, February 17


• Coordinators Meeting

• Market Day

view all events>>

OUR SCHOOLS







March 2013

M T W T F S S

1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

1 of 6

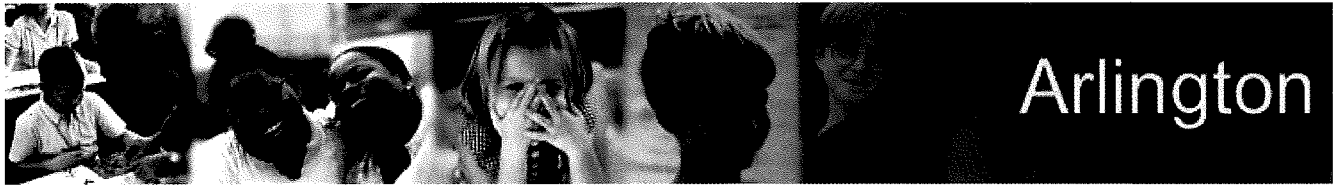
1/7/2015 10:27 AM

Arlington Public Schools

869 Massachusetts Avenue Arlington, Massachusetts 02476

Facilities Help Desk 

Technology Help Desk 



Arlington

NOTICES FORUM: The Secret Life of a Massachusetts Teen - Tue, March 25th, 7:00-8:30pm, Ottoson

[Home Page](#) : [Current Page](#)

Find on this site:

Arlington
Web Messaging 

LOG-IN: STAFF E-MAIL

LOG-IN: AESOP

**SCHOOL
REGISTRATION**

SCHOOL LOCATOR
CLICK HERE TO
LOOKUP YOUR ADDRESS

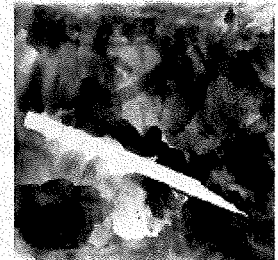
AHS FACILITIES INFORMATION

REDISTRICTING INFORMATION

SIGN-UP FOR PARENT NOTICES

NEW STAFF ACCOUNT REQUESTS

STAFF AUP ONLINE SUBMISSION



Watercolor
Kindergarten, Dallin
[View Larger Images](#)

LINKS OF INTEREST

- Bullying Prevention Plan
- Bus Schedules 2013-2014
- Elementary Handbook
- Employment Opportunities
- MCAS
- Mentor Handbook
- Redistricting Information
- SEPAC Brochure

NEWS

RSS

 Superintendent's Newsletter - January 2014

Submit school news to: schoolnews@arlington.k12.ma.us

EVENTS / MEETINGS / FORUMS

13 Updated 3/7/2014

- 2014-2015 KINDERGARTEN REGISTRATION DATES
- SEPAC Executive Function Workshop - March 10th
- Negotiations AAA Meeting - March 11th
- Stratton School Building Committee Meeting - Mar 11th
- Arlington Festival of Bands Concert - March 11th
- 2014-2015 Interested Host Family Informational Meeting
March 6th, 8:00pm, AHS, Rm 303, Fusco Building, Please RSVP.
March 11th, 8:00pm, Arlington Heights, Please RSVP.
- Negotiations AFSCME L680 Traffic - Mar 13 and April 10
- PUBLIC HEARING FY15 Budget Review - March 13th
A second public hearing on the FY 2015 School Budget will be held on Thursday, March 13th, 6:30pm in the School Committee Room.
- All-Town Orchestra Concert - March 13th
- AHS Community Scholarship - Apply Now
The application deadline is March 14th, 2:45pm.
- Policies and Procedures Subcommittee - March 18th
- PARENT FORUMS 2013 - 2014
The Secret Life of a Massachusetts Teen - 3/25, 7:00pm, Ottoson
Stop Smoking Through Hypnosis - 5/8, 7:00pm, Robbins Library
- AHS Spring College Fair - April 28th

ANNOUNCEMENTS

21 Updated 3/4/2014

- Arlington SummerFun 2014
Creative and Enriching learning adventures. For students entering grades 1-9.
- APS Announces Dallin Elementary School Principal
- FY15 Budget Calendar and Information
- 2014 Scholastic Art Awards Announcement
- Community Education Spring Term Registration
- 2013 Youth Risk Behavior Survey Results - Ottoson

District Information

- Administrative Staff
- AHS Facilities Information
- Budget Information
- Calendar 2013-2014
- Community Education
- Creating Safe Schools
- Departments
- District Goals 2013-2014
- Overarching Goals
- District Maps
- District Policies
- English Language Learners
- Food Services
- Health & Nursing Services
- Health & Wellness
- Human Resources
- Kindergarten Information
- Inclement Weather Policy
- MCAS
- METCO
- News | News Archives
- Payroll Department
- Redistricting Information
- School Committee
- School Registration
- School Report Cards
- Special Education
- Superintendent's Newsletter
- Teaching & Learning
- Technology Department
- Transportation

Schools

- Arlington High School
- Ottoson Middle School
- Menotomy Preschool
- Bishop Elementary
- Brackett Elementary
- Dallin Elementary
- Hardy Elementary
- Peirce Elementary
- Stratton Elementary
- Thompson Elementary
- Minuteman Regional HS

Parents

- Arlington Education Fdn
- Bullying Incident Report
- Bus Schedules 2013-2014
- Elementary Handbook
- Food Services
- Life Threatening Allergies
- Parent Forms/Handbooks
- Parent Forums 2013-2014
- Parent Notices Sign-Up
- Parent-Teacher Conference
- Special Education Parent Advisory Council
- SEPAC Brochure

Staff

- APS Childcare Program
- Bullying Incident Report
- Health/Dental Benefits
- New Staff Accounts
- Payroll Forms
- PowerSchool Help
- Professional Development
- Staff Forms
- Teaching & Learning
- Technology Help Desk

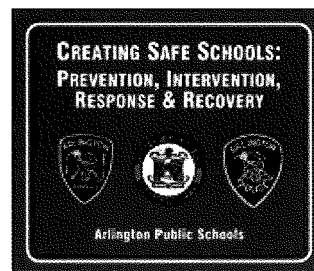
Town Information

- Town of Arlington
- Arlington Community Links

• Community Education College & SAT Prep at AHS

- 2013 AP Honor Roll Districts Recognized
- 5-2-1 Programs at Ottoson Middle School
- APS Accountability Update - October 11th
- APS MCAS Results 2013
- Arlington High School NEASC Letter
- APS Accountability Report - September 20th
- AHS China Exchange & Quebec Homestay 2014
- Social Media Letter - June 20th
- College Acceptance and Matriculation - Class of 2013
- 2013-2014 SCHOOL CALENDAR
Approved by the School Committee June 13, 2013.
- 2013-2014 DISTRICT GOALS
Approved by the School Committee June 13, 2013.
- Arlington High School NEASC Report
- Grant for Expanded Elementary Counseling Programs
- 2011 Youth Risk Behavior Survey Results - High School

- Superintendent's Newsletter



You may need to download the free Adobe Acrobat Reader to view a pdf file.

[Web Page Policy](#) • [Contact Webmaster](#)

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Last Update: 03/07/14

Site Design by C. Bertoli

OVERARCHING GOALS OF THE ARLINGTON PUBLIC SCHOOLS

Introduction

Overarching goals provide a broad vision for the school district, are strategic in nature, define the district's hopes and dreams for its students, articulate the district's top priorities, and generally are achievable within a ten-year period. Overarching goals guide the development of annual district goals developed by the Superintendent and approved each fall by the School Committee.

Goal One – Student Achievement

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

Goal Two – Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

Goal Three – Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

Goal Four - Operations, Communications and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.

The goals shall be revised from time to time by the School Committee to reflect the changing strategies of the Arlington Public Schools

CROSS REF.: BDFA-E-2, District-Wide Goal Setting and Performance Objective Process
CBI, Evaluation of the Superintendent

Adopted: September 27, 2012

Arlington Public Schools

- collapse*
- Arlington Education Fdn
 - Bullying Incident Report
 - Bus Schedules 2013-2014
 - Elementary Handbook
 - Food Services
 - Life Threatening Allergies
 - Parent Forms/Handbooks
 - Parent Forums 2013-2014
 - Parent Notices Sign-Up
 - Parent-Teacher Conference
 - Special Education Parent Advisory Council
 - SEPAC Brochure

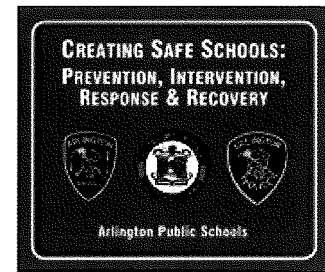
Staff

- collapse*
- APS Childcare Program
 - Bullying Incident Report
 - Health/Dental Benefits
 - New Staff Accounts
 - Payroll Forms
 - PowerSchool Help
 - Professional Development
 - Staff Forms
 - Teaching & Learning
 - Technology Help Desk

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- Town of Arlington
- Arlington Community Links

- AHS China Exchange & Quebec Homestay 2014
- Social Media Letter - June 20th
- College Acceptance and Matriculation - Class of 2013
- 2013-2014 SCHOOL CALENDAR
Approved by the School Committee June 13, 2013.
- 2013-2014 DISTRICT GOALS
Approved by the School Committee June 13, 2013.
- Arlington High School NEASC Report
- 2011 Youth Risk Behavior Survey Results - High School
- Grant for Expanded Elementary Counseling Programs



You may need to download the free Adobe Acrobat Reader to view a pdf file.

[Web Page Policy](#) • [Contact Webmaster](#)

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Last Update: 02/28/14

Site Design by C. Bertoli

HOME SCHOOLS DISTRICT INFORMATION DEPARTMENTS FAMILIES STAFF TOWN LINKS LOG-IN

NOTICES | SEPAC Meeting - Mon, March 2nd, 8:30am, Brackett Elementary School

Home Page : Current Page

Google™ Custom Search Search

Quick Links

- Administrative Staff
- AHS Facilities Information
- Budget Information
- Bullying Prevention Plan
- Calendar 2014-2015
- District Goals 2014-2015
- Lunch Menus
- Parent Notices Sign-Up
- School Committee
- School Locator
- School Registration
- Staff Account Requests
- Stratton Building Committee
- Superintendent's Newsletters
- Internet Web Page Policy
- Webmaster

CREATING SAFE SCHOOLS: PREVENTION, INTERVENTION, RESPONSE & RECOVERY



Arlington Public Schools

NEWS

Submit school news to: schoolnews@arlington.k12.ma.us

- SUPERINTENDENT'S NEWSLETTER - JANUARY 2015
- FY16 SUPERINTENDENT'S PROPOSED BUDGET
- FY16 BUDGET CALENDAR & INFORMATION
- STRATTON SCHOOL FEASIBILITY STUDY
- SCHOOL CALENDAR 2014-2015

15 EVENTS / FORUMS / MEETINGS: Updated 2/26/2015

- 2014-2018 Technology Plan Forums
Elementary Level Forum - To Be Rescheduled
- SEPAC Meeting - March 2nd
- EARLY RELEASE ALL SCHOOLS - March 3rd
Dismissal is at 1:00pm. Lunch will be served.
- Special Study Group Superintendent Eval - March 3rd
- PARENT FORUMS 2014 - 2015
Guiding Good Choices - 3/3, 3/10, 3/17, 3/24, 3/31, Whittemore RH
Michael Thompson It's A Boy - 03/23, 7:00pm, Ottoson
- Budget Subcommittee Meeting - March 4th
- Community Relations Subcommittee - March 5th
- ASC and HRC Joint Meeting - March 5th
- Negotiations AEA Meetings - March 2015
MEETING SCHEDULE: 3/5, 3/10, 3/12, 3/17, 3/20, 3/23, 3/26, 3/30
- Negotiations AAA Meeting - March 11th
- FY16 Budget Public Hearing - Feb 26th and March 12th
- Facilities Subcommittee Meeting - March 19th
- ASC and Finance Committee Meeting - March 23rd
- AHS Travel to Italy - April 2015 Vacation

VISUAL ARTS SHOWCASE



Primary Color Painting
Kindergarten, Stratton

VIEW SLIDESHOW

SCHOOL REGISTRATION



- OMS Presents Seussical Jr. - May 1st & 2nd

11 ANNOUNCEMENTS: Updated 2/19/2015

- 5-2-1 Programs at Ottoson Middle School
- Ottoson Teacher Receives 2015 PASCO STEM Award
- AHS Community Scholarship - **Apply Now**
The application deadline is Friday, March 13th, 2:45pm.
- Weekend SAT Prep - Winter 2015
- Thompson School Receives CHPS Verified Recognition
- DESE Report on MCAS
- Arl Teacher Training to be a Leader in Education Policy
- College Acceptance and Matriculation - Class of 2014
- 2013 Youth Risk Behavior Survey Results - AHS
- 2013 Youth Risk Behavior Survey Results - Ottoson
- Grant for Expanded Elementary Counseling Programs

Select Language

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Last Update: 07/18/14

Site Design by C. Bert



REQUEST FOR PROPOSAL (RFP)

Town of Arlington Website

RFP # 12-52

The Town of Arlington, Massachusetts (the Town) acting through the Town Manager is requesting proposals from qualified individuals and firms to update its website (www.arlingtonma.gov) and email broadcast system with a highly flexible and scalable Content Management System (CMS) to support the communication and customer service goals of Arlington, MA and improve staff efficiency. As part of this RFP, the Town also seeks ongoing hosting, security, and support services (3-year contract).

A copy of the RFP outlining the requirements for submission is available at the address below, between the hours of 8:00 a.m. and 4:00 p.m., Mondays through Wednesdays; 8:00 a.m. and 7:00 p.m. on Thursdays; and 8:00 a.m. and noon on Fridays, or from the Purchasing Agent at dlanzillotti@town.arlington.ma.us. The Proposal may be viewed and downloaded from the Town website www.arlingtonma.gov/purchasing.

Proposals are invited and will be received by the Purchasing Officer, Town of Arlington, Massachusetts on or before 4:00 p.m., January 22, 2013 at the Town Manager's/Purchasing Office, Town Hall Annex 2nd floor, 730 Massachusetts Avenue, Arlington, MA 02476. Proposals delivered after the appointed time and date will not be considered.

The Town reserves the right to cancel any request for proposals, and to reject in whole or in part any and all proposals, when it is deemed in the best interests of the Town to do so.

Adam W. Chapdelaine
Town Manager

December 20, 2012

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**TOWN OF ARLINGTON
RFP No. 12-52
REQUEST FOR PROPOSAL**

GENERAL CONDITIONS, REQUIREMENTS AND NOTICE TO PROPOSERS

PROPOSAL FOR: TOWN WEBSITE

TOWN OF ARLINGTON, MA

REQUEST FOR PROPOSAL

The Town of Arlington, Massachusetts (the Town) is seeking to update its website (www.arlingtonma.gov) and email broadcast system with a highly flexible and scalable Content Management System (CMS) to support the communication and customer service goals of Arlington, MA and improve staff efficiency. As part of this RFP, the Town also seeks ongoing hosting, security, and support services (3-year contract). See Section I Strategic & Operational Objectives for details.

Timeline: RFP submissions are due on **01/22/2013 4PM**. The notice of intent to award is expected to be announced on **03/01/2013**. Start date to be determined, but implementation date is on, or before, June 30, 2013. Please see Section II Key Dates for details.

The selected firm or institution is expected to render and/or provide the ongoing annual hosting and support services for a period of three (3) years commencing July 1, 2013. The design-build portion to be determined, but the new site must be live by July 1, 2013.

Proposals: Proposers should include two proposals, one price and one non-price (Plan of Service/Technical Requirements). Please see Submission Requirements in Section III of this document for submission details. The non-price proposal should include a project development timeline and a summary of your process for delivering this project, and should address solutions for requirements found in Section IV Scope of Services. An interview may be conducted with any respondent during the evaluation of the responses. Respondent(s) are expected to be available during this time period for interviews to be held at Arlington Town Hall Annex, 730 Mass. Ave., Arlington, MA.

Please note any requirements you are unable to meet in the "core components" noted in Appendix A, detailed in Section IV, Scope of Services and suggest alternatives or workarounds when appropriate. In cases where future releases of your software will allow you to meet currently unattainable requirements, please furnish specific timeline(s) and functional information that you could commit to in a service agreement, or other recommendations.

Proposal Elements

Design/Build, Training, and Migration (one-time fee)
Annual Support/Security/Hosting (3-year term)

Questions regarding this RFP should be addressed to Domenic Lanzillotti by email at dlanzillotti@town.arlington.ma.us or by phone 781-316-3003.

Table of Contents

1. Introduction
2. Key dates for RFP response
3. Scope of Services
 - a. Project Goals & Objectives
 - b. Scope of Work – Vendor Deliverable
 - i. Design & Build Requirements (arlingtonma.gov)
 - ii. Content Management System (CMS)
 - iii. Email Broadcast
 - iv. Migration
 - v. Training
 - vi. Support/Security/Hosting
4. Submission Requirements
5. Review Criteria & Selection Process
 - a. Comparative Criteria
 - b. Evaluative Criteria
 - c. Selection Process

Appendices

- A. Current Online Properties Chart (core project elements and vendor/service overview)
- B. Draft Wireframes
- C. Price Submission Form
- D. Non-Price Submission Form
- E. Certification of Non-Collusion Form

Section I

Introduction

The Town of Arlington, Massachusetts (the Town) was founded over 350 years ago and remains proud of its history, even as it has grown into a thoroughly modern community. Arlington is the birthplace of Uncle Sam, the location of the first public children's library, and the site of most of the fighting when the British marched through it returning from the Old North Bridge at the start of the Revolutionary War. Arlington has preserved many of its historical buildings and even recreated its town common. Once a thriving agriculture and mill town, Arlington's excellent access to metropolitan Boston, its friendly neighborhoods, and its vibrant restaurant scene has made it a very desirable place to live, work, and visit.

The Town is seeking to update its website (www.arlingtonma.gov) and email broadcast system with a highly flexible and scalable Content Management System (CMS) to support the communication and customer service goals of all Town departments, improve staff efficiency, and enhance service delivery to residents. The current website is the core of the Town's communication and customer service initiatives. Although we are pleased with our current vendor's ability to provide stellar customer service, support, and hosting services, the software to update the site is cumbersome and not flexible enough to add and manage additional communication channels (such as social media) in an efficient way. It doesn't foster internal collaboration (for example: no WYSIWIG, no ability to view content prior to publishing, and other such functional deficiencies) and subsequently staff are not at ease updating the site and do not interact with it as much as they should.

Additionally, the Town's overall web presence is spread out over various 3rd party services and one of our goals is to streamline our properties whenever possible. Appendix A is an overview of our web properties and 3rd party services. Vendors should pay close attention to the "core components" in this document as those are the basic requirements (except email broadcast capabilities, which are highly desirable), with an eye toward how their solution can help us streamline these properties in the future.

The Town is seeking a vendor to work with us in a strategic engagement to re-think the information architecture of our site now and into the future: re-implement our website in a new CMS including calendar functionality; migrate approximately 10,000 pages of content; provide secure hosting and support; and if possible re-implementing the mass email broadcast system on a new platform that integrates into the new CMS.

The next generation of our site needs to be accessible, reliable, flexible, and efficient to meet the increasing demand of information and services from our web-savvy constituents as well as support our staff within our limited resources.

Our audience is existing and prospective residents and businesses. Arlington's population is approximately 42,000 with 19,000 households. The Town currently employs over 400 people and anticipates empowering approximately 40-50 staff members in their communication and customer service initiatives, including internal communications and collaboration.

Section II

Key Dates for the Response

12/18/2012	RFP Issued
01/09/2013 at 2PM	Questions relative to the RFP are due.
01/11/2013	Town will respond to all submitted questions via Addendum which will be posted online at arlingtonma.gov/purchasing . It is the Proposer's responsibility to make certain they have received any/all addenda relating to their bid prior to submission.
01/22/2013 by 4PM	RFP submittal deadline
1/23/2013 - 02/28/2013	Interviews and review period
03/01/2013	Notification of Intent to Award
	Design/ Build, Training and Support period start date TBD, but site must be live by July 1, 2013.
TBD	Annual Service Date commences on July 1, 2013, launch by June 30, 2013

Section III - Scope of Services

Project Goals & Objectives

Strategic Objectives

While maintaining arlingtonma.gov as a valuable information resource to our constituents and staff, the Town wants to expand its role to accomplish the following strategic objectives:

Inform, educate and engage constituents. Despite considerable user enthusiasm for our services, we can and must do more to deliver information about Town government and service changes. An educated and engaged constituency is better informed when it comes time for decision making and can also keep call volume down to staff when there are service changes and/or interruptions (trash delay, etc).

Make our content more accessible. With approximately 10,000 pages, navigating our site can be overwhelming. To support our transparency efforts, we need to ensure our site is easy to navigate and logical to find information about Town services and functions from whatever devices are available. Responsive Web Design (RWD) practices are required.

Retain and reach new audiences. We do a very good job at providing timely and accurate information about Town activities, but we do not leverage all available communication channels (social media, citizen engagement tools) effectively. A large part of this is our current infrastructure does not handle these new channels in an automated way. A new CMS should address this challenge and help us reach our constituents in ways that are more timely and convenient for them.

Operational Objectives

Build the next generation website with an updated information infrastructure, design, and the flexibility to adapt more readily to current and emerging technologies (mobile) and content delivery mechanisms (RSS/social media) to reach our current audience more conveniently and consistently and strengthen our relationship with them, and to expand our audience. Also, leverage available technologies to improve staff efficiency and output, through improved administrative tools (CMS) and access (computer or mobile updates). We believe an open-source solution will support these goals and is strongly desired. However, we are open to all solutions that will best deliver on our goals.

Reporting: Get to know our constituents more so we can better serve them and allocate resources appropriately. Improve our reporting and analytic capabilities. What content are users looking for? How successful was our last marketing campaign? What doesn't work?

Maintain Consistent Uptime and Data Integrity Maintain a high level of reliability. Our constituents expect, quick and convenient access to content, and storing/archiving content in compliance with Massachusetts Records Retention laws.

Better organize our online content to support and manage day-to-day, project based, and emergency communications for all departments and provide off-line access for collaboration and archiving of content.

Make user and administrative interfaces easier to update and manage. Improve workflow and collaboration within departments and across the organization to support public communication and customer service initiatives.

* **Future ability to extend system to create a Customer Relationship Management (CRM)** solution that integrates and interoperate with existing specialize content management systems such as our GIS database (ESRI v10) and community safety crime database (QED).

* **Future ability to integrate and interoperate with our MUNIS financial software** for the purpose of providing online budget and expenditure reports to the public in a customizable and automatic way.

* **Future option to extend this site to create an Intranet** for internal communications, collaboration, and document sharing is of interest.

**Although not part of the deliverables for this RFP, the ability for this system to expand to provide these services is highly desired. Please include if, and how, your solution solves these goals.*

Scope of Work – Vendor Deliverables

Vendors replying to this RFP will be asked to organize and itemize their proposals into six (6) main areas for the Town's consideration of their services: design & build; content management system (CMS) system; Email notification, migration of existing content from arlingtonma.gov; training in the new CMS; and ongoing hosting, security, and support. This information should be included in the Plan of Service/Technical Services document (Non-Price Proposal) along with a portfolio of comparably priced projects. Vendors are encouraged to include mock-ups and any other graphical submissions (wireframes, storyboards) that may assist in our decision-making.

1. Design & Build: Site Requirements – (arlingtonma.gov)

- a. Redesign the information architecture of arlingtonma.gov into a logical sitemap. (see Appendix B for draft wireframes).
 - i. Improve navigation. Provide flexible navigation that takes advantage of common links across site and ability to reorganize content without manually changing links
 - ii. Include secondary navigation within specific departments.
 - iii. Update look and feel of entire site with the flexibility to customize sub-sections (departments) that are consistent with the Town's brand. We are not looking to replicate our current look and feel. We anticipate the updated information architecture and navigation will drive the design. For graphical changes, we look to the vendor for design options that is compatible with what is being proposed.
 - iv. Include a suite of sub-templates for different content areas of the site.
- b. Implement site-wide search and enhanced SEO capabilities (Google preferred).
- c. Reporting – Integration with Google Analytics and Google Webmaster Tools (permissions, site verifications, health, etc) with the express ability to manage administrative functions so we can more easily track and analyze traffic, visitors, and campaign data.
- d. Seamless integration with existing online properties such as online payments, online GIS maps (iFrames), and other Town content partners (see Appendix A).
- e. Web Accessibility: Website should comply with all ADA / 508 standards.
- f. Responsive Web Design (RWD) - site should be developed for optimal viewing on all devices (desktop to mobile devices).
- g. Integration with additional content distribution channels such as RSS and Social Media (Facebook, Twitter) and having the option to display these channels within our site and ability for users to easily share content (see Appendix B).
- h. Printer friendly pages
- i. Document and image optimization for fast page and image downloads
- j. Multi-language options

2. Content Management System (CMS) Requirements

- a. Content Editor
 - i. WYSIWYG editing capabilities
 - ii. Spell check
 - iii. Element controls to maintain web style guidelines (lock font type and size, prevent color text, etc).
 - iv. Easily allow content editors to enter ADA / 508 standards compliant content, automate as able.
 - v. Content creators have the ability to add meta-data, SEO tags.
 - vi. Content creators can easily, and reliably, update site from computer or mobile device.
- b. Content Management
 - i. Ability to organize and manage uploaded documents and images.
 - ii. Ability to collaborate, offline, in WYSIWYG environment within department and across departments.
 - iii. Ability to manage interactive multimedia top stories (home page) that can also be shared with multiple sections of the site. For example: Snow emergency on home page, DPW home, and Police home (parking ban). Ability to order news stories.
 - iv. Integration with additional content distribution channels such as RSS and Social Media (Facebook, Twitter) and having the option to display these channels within our site easily (see Appendix B).

Services

Main site - arlingtonma.gov

(Notices, Agendas, Minutes, and most static content)

Email Distribution Lists

(Town Notices, Agendas, Recreation, Field Conditions, etc)

Request/Answer Center

(Online CS portal, Answers, Requests, and Questions)

Online Donations

(AYCC, Food, Fuel)

Arlington Alerts

(Emergency Phone, Text, Email)

Crime Reports

(Online Crime Reports, with email subscription option)

Simplicity Maps

(Online GIS maps, un official Plot lines, Open Spaces, town locations and measuring tools)

Online Inspection Permits

(Online db of completed permits submitted by residents/businesses in-person)

Assessment Data

(Online Assessment db)

Online Tax Payments

(Excise, property, and water bills)

Vendors & Partners

☐ Virtual Town Hall

☐ In-house, Assessor's Office *Link*

☐ In-house, Treasurer's Office *iframe*

☐ In-house, IT/Authorize.net and Elavon *iframe*

☐ My Rec, Registration/Payments *Link*

☐ CodeRED *Link*

☐ Web QA *iframe, update links, SSLV*

☐ People GIS *Link, iframe later*

☐ Library, In House/vendor, Library *Link*

Distribution Channels

☐ ACMi *links, embeded video*

☐ Local Media

Intranet

- Entire Organization
- Selectmen

Website Channel

Town Website - arlingtonma.gov

Town Notices, Calendars, Navigation to all properties

*Email Broadcast - highly desirable

- Town Notices, Recreation Notices, Field Conditions, COA, Bids
- Agendas: Selectmen, School Committee, and BOH,

Laws, Regulations, and Bylaws

- Can we design these in a more dynamic way, i.e. db instead of static files.

Dept. - B/C/C

- Mission
- Projects/Campaign
- Contacts

Calendars

- Town Meetings
- Community
- Park Reservation

Permits/Forms

- PDF Forms
- VTH forms (email)

Minutes
Agendas

Building Permits

- Searchable Permits

R/A Center

- Online Requests/Q
- Answerbase
- Customer Account

Recreation

- Registration, Payment

Online Payments

- Property, Excise, and Water

Donations

- Food, Fuel, and AYCC payments

Online Donations

- AYCC

Arlington Alerts

- Emergency phone, text, email

Simplicity Maps

- Online GIS Maps

Libraries

- 12 vendors

Assessment Data

- property cards

Appendix A

Current Online Properties & Distribution Channels

Core project elements and components for future expansion

Project Components

☐ Core Components

Components for New/Consolidated Services

Future Development/Opportunities for Efficiency

Online Checkbook

- Integrate with MUNIS

Report Crime Online

- Integrate with QED
- Integrate with GIS

CRM

- Online Requests
- Workorder System
- Customer management
- Integrate with GIS
- Integration with payments

Citizen Engagement

- Social Media
 - Facebook, Twitter
- Mind Mixer
- Granicus
- Survey Tools
- Eventbrite/Event like tools (calendar, invite, reminders, survey/polls)

Delivery Platforms

Computer

Mobile

Phone, Voice

Print

TV

Appendix C

Price Submission Form

Responders must submit pricing in accordance with the instructions included in Section III of this document. Proposers must submit prices for all years of the contract. The proposed pricing is to cover all work/services required for this project as outlined in the Plan of Service/Technical Proposal portion of this R.F.P document. Prices must be all-inclusive, including all costs, fees, charges, expenses, travel, postage, fax and telephone charges, preparation of reports and all meeting attendance if required. No separate fees or costs of any kind will be paid other than the stated prices. However, since there is the potential for Plans of Service/Technical Proposals submitted to vary based on core components and additional features included in this RFP, the Town may need to revise and negotiate final terms before awarding the contract.

Price Escalation Clause

Prices offered by the Responder must be firm and not subject to increase during the term of the contract. Price escalation clauses over and above the total submitted prices are not allowed. Only the total proposed prices will be accepted. Responders cannot insert/include a statement indicating their prices will increase above or beyond their submitted proposed prices due to third party actions or unnamed contingencies. Inclusion of an escalation clause of any kind will result in the REJECTION of the proposal.

*All Price Proposal information must be submitted in a separate sealed envelope. Please refer to the section titled "Scope of Services," in this document for full instructions.

Proposed vendors are forewarned to include all costs in the above pricing schedule as only those listed will be honored and remunerated.

The Respondent must provide a price response. The price response shall be complete and indicate the basis for all charges. For example: retainers, fees per transaction, volume-based schedule of management fees, hourly rates, or other billing formula.

In evaluating the responses, the Town will accept the most advantageous proposal, taking into account the proposals' relative merit and prices. .

You may submit suggestions for additional work that could be performed with the associated costs for this additional work but the core of the requests as outlined and defined in this RFP must all be addressed before any subsequent services will be considered. Conditional responses requiring additional services to be contracted for, above and beyond those services contained in these documents, will not be considered unless the base requirements are offered with no additional obligation on the part of the Town of Arlington.

The Town, however, will not pay for any additional work under this contract without the prior written approval of the Town Manager.

Your signature below acknowledges your understanding of these parameters. The section below must be signed by a person with the authority to commit the price(s) noted.

This form must be included in your response. Failure to do so will result in rejection of the Response. You may, and are encouraged, to add additional text, exhibits, or attachments demonstrating additional support for your price submission

Appendix C (cont.)

Price Submission Form

Pricing and/or Fee:

Cost for Design/Build, Training, and Migration \$ _____

Annual Cost for hosting/support services \$ _____

Total Costs \$ _____

If you included services not included in the RFP, please include cost details below.

Firm or Institution Name: _____

Authorized Signature: _____

Name: _____

Title: _____

Date: _____

Appendix D

Non-Price Submission Form To be returned with Plan of Service/Technical Proposal

Proposal The Town of Arlington is seeking proposals for the purchase of Town Website capabilities.

Proposers' attention is called to Chapter 30B, § 6, of the Massachusetts General Laws. In connection with this statute, Proposer is required to submit the following information and any other information deemed necessary by the Proposer. All of the following information regarding the Proposer must be completed:

Please indicate business type by placing an X next to the appropriate category:

Corporation ☐

Partnership ☐

Proprietorship ☐

If a Corporation

Full Legal Name _____

State of Incorporation _____

If a Partnership

Full Legal Name _____

If a Proprietorship

Name of Owner or d/b/a _____

Principal Place of Business _____

Place of Business in Massachusetts _____

Business Mailing Address _____

Telephone Number: _____ Ext. _____

Give full names and titles of all the persons and parties who will be in the deliverables of the foregoing proposals. (Note: give first and last names in full; in cases of corporations, give names of President, Treasurer and Manager; and in cases of partnerships give names of the individual partners.)

Name

Title

_____	_____
_____	_____
_____	_____
_____	_____

A foreign corporation is required to submit its certification of incorporation from the State Secretary's Office, as required by the Massachusetts General Laws.

Appendix D (cont.)

Non-Price Submission Form To be returned with Plan of Service/Technical Proposal

Proposal – Town Website, Arlington MA

If this proposal shall be accepted by the TOWN OF ARLINGTON, and the undersigned shall fail to contract as aforesaid within ten (10) days after notice of intent to award contract (not including Saturdays, Sundays or Legal Holidays) from the TOWN OF ARLINGTON to him, according to the address given herewith, that the contract is ready for signature, The TOWN OF ARLINGTON may by option determine that the Proposer has abandoned the contract and thereupon the TOWN OF ARLINGTON has the option to award the contract to another proposer.

I/we certify under the penalties of perjury that to the best of my/our knowledge and belief, I/we have filed all state tax returns and paid all state taxes required under law.

The undersigned further certifies under penalties of perjury that this proposal is made in good faith and is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this section the word "person" shall mean any natural person, joint venture, partnership, corporation or other business or legal entity. The undersigned certifies that no official or employee of the TOWN OF ARLINGTON is pecuniary interested in this proposal or in the contract which the Proposer agrees to execute or in expected profits to arise therefrom.

The undersigned as Proposer declares that the only parties interested in this proposal as principals are named herein; that the Proposer has carefully examined the specifications therein referred to; and they propose and agree that if this proposal is accepted they will contract with the Owner in accordance with the specifications, to provide all necessary work to be done and also furnish all the materials specified in the manner and time prescribed and according to the requirements as set forth; and that they will take in full payment the sum(s) as offered in this proposal.

Social Security Number or
Federal Identification Number

Type Name of Person Signing Proposal

Date _____

Signature

Title

Company Name

Street Address

TOWN OF ARLINGTON- Location.

Appendix E

CERTIFICATE OF NON-COLLUSION

The undersigned certifies under penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club or other organization, entity, or group of individuals.

(Signature of individual submitting bid or proposal)

(Name of individual submitting bid or proposal)

Name of Business

Date

Pursuant to M.G.L. Chapter 62C, Section 49A, I certify under the penalties of perjury that I have complied with all laws of the commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

Social Security Number or
Federal Identification Number

Signature of Individual or Responsible
Corporate Officer and Title

**NON-COLLUSION FORMS
MUST BE SIGNED AND
SUBMITTED WITH BID**

NOTICES | EARLY RELEASE AHS CONFERENCES - Tues, October 20th, 12:00pm Dismissal, Lunch will be served



HOME OUR SCHOOLS DISTRICT INFORMATION DEPARTMENTS FAMILIES STAFF TOWN LINKS LOG-IN

Quick Links

Submit news to: schoolnews@arlington.k12.ma.us

Google Custom Search

Search

Internet Web Page Policy
Webmaster



NEWS

Submit news to: schoolnews@arlington.k12.ma.us

13 EVENTS / FORUMS / ANNOUNCEMENTS: Updated 9/29/2015

- EARLY RELEASE ELEMENTARY - October 6th
Dismissal is at 1:00pm. Lunch will be served.
- HOLIDAY - Columbus Day - October 12th
- EARLY RELEASE ELEMENTARY - October 13th
Dismissal is at 1:00pm. Lunch will be served.
- EARLY RELEASE AHS CONFERENCES - October 20th
AHS Dismissal is at 12:00pm. Lunch will be served.
- EARLY RELEASE ELEMENTARY & OTTOSON - Oct 20th
Dismissal is at 1:00pm. Lunch will be served.
- EARLY RELEASE ELEMENTARY - October 27th
Dismissal is at 1:00pm. Lunch will be served.
- Arlington Space Planning Study Report
- Arlington Population and Enrollment Forecasts
- Child Find Public Notice
- 2015 SUMMER READING LISTS
K-12 lists and information are available.
- AHS Driver Ed and College and SAT Prep
- College Acceptance and Matriculation - Class of 2015
- AEA Signing of Unit A Contract Agreement

SCHOOL COMMITTEE

No Meetings Scheduled

[CLICK TO VIEW AGENDA](#)



**SCHOOL
REGISTRATION**

Select Language Powered by Google Translate

© 2005-2015 Arlington Public Schools | 869 Massachusetts Avenue, Arlington, MA, 02476 | PH: 781-316-3000 | FAX: 781-316-3589

Last Update: 09/29/15

Site Design by C. Bernick

Website Changes

03/2014 - Put together a face lift of the existing website

- Created new dynamic menus and reorganized everything on the homepage

3/19 - Sent the link to Kathy & David for review

3/19/14-4/3/14

- Worked on recommendations and edits

4/8/14

Per recommendations

- A larger banner
- A less cluttered top of the website
- A horizontal menu
- Clean-up of the right side items.

4/8/14

- Completed all edit requests and send link of version 2 to Karen and then to David.

9/8/14

Received email from Kathy, sent her link and info of where Karen and I left off.

1/23/15

Meeting w/ Kathy, Karen, Dave, Julie (me on phone)

2/26/15

Meeting w/ Kathy, Karen Dave, & Joan. (me on phone)

3/19/15

Meeting w/ Karen (me on phone) Kathy's & Karen's recommendations/edits

- Banner image - yet to be determined, temp blank in place
- Move Menu above the banner
- Move Notices below the banner
- Get rid of Announcements
- Remove Breadcrumbs
- Move SC from news to right, crate box.
- Change Background color from Maroon to Grey

3/19 - 4/13/15 - All Edits completed, and tweaked during this time period

- Moved - menu to middle, Scroller to top
- ASC meetings are on right instead of individual postings in the news
- Removed - Bread Crumbs and the Announcements scripting, combined the 2
- Background color changed from Maroon gradient to grey gradient

Note Additional changes done

- Moved search under Quick Links

- Moved RSS button in-line right of Notices scroller to save room
- Added Log on list to main menu - Aesop, 2 helpdesks, mail.

05/2015 - 08/2015 - Kept current with LIVE site

- Goals, Calendar, Meetings, News, Summer Reading
- All July 1st updates done, start of school, etc.

9/25/15 - Received email from Julie Dunn and spoke on phone

- Needs common list of links I give to schools for Kathy.

9/27/15 - Follow up to Julie

- Sent Julie (cc'd Kathy, Karen, & David)
- Sent her my common list of links I give to school webmasters, so she can create the same for Kathy.
- Sent School Site server locations,

9/28/15

Karen, Kathy, and Julie Meeting (me on phone)

- Sent email to David & Dan regarding project planning timing
- Sent email to David & Dan regarding sharing Google Calendar with principals.

9/28/15

Edits received based on 9/28 meeting)

- Remove Script on ASC Box, link graphic to ASC page
- Move ASC Box above Visual Arts Slideshow

9/29/15 - Julie Dunn edits

N/A they were already done, see notes

- Move ASC box

NOTE: already did this 9/28 for Karen.

- Add bullying incident report link

NOTE: Links are already there

- Sharing of Google Calendar to principal

NOTE: Already put request to David/Dan.

10/1/15

- Received list of common links to review and correct as needed.
- Made Parent Forums a generic link so it could be included in the list) - Add space between SC and Visual Arts boxes so they know SC is clickable.
- NOTE; Suggested putting an SC link in the box instead.
- Added SC link
- Added MEETINGS wording and listed meetings under that to balance the box.

10/2/15

Meeting: Kathy, Julie met with Principals

10/2/15 -

Edits based on Feed back

- Add Employment Opportunities to the Quick Links menu - DONE

- Make Creating Safe Schools Graphic smaller - DONE

Note: Google Calendar pull in - working on it (not part of the site dev)

10/3/15 - Completed Google Calendar pull in and sent to Julie, Kathy, David and Karen.

- Created 2 test pages, 1 agenda view is site design, 1 full view with APS logo and close buttons




Town of Arlington, Massachusetts

4.4 A public forum will be held to communicate information about the Common Core Massachusetts Standards and state assessments no later than February 2015.

ATTACHMENTS:

Type	Description
▣ Reference Material	Asst Supt Common Core Presentation
▣ Reference Material	Matt Coleman Presentations
▣ Reference Material	Math K-2 Presentation M Coleman
▣ Reference Material	Math 3-5 Presentation M Coleman



COMMON CORE


SHIFTS FOR TEACHERS, STUDENTS AND
PARENTS

SHIFTS FOR STUDENTS DEMANDED BY COMMON CORE

Shifts in ELA/Literacy

- Read as much *non fiction* as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction using evidence
- Increase academic vocabulary

Shifts in Mathematics

- Focus: learn more about fewer, key topics
 - Build skills within and across grades
 - Develop speed and accuracy
 - Be able to discuss their math practice
- 

ELA/LITERACY SHIFT 1: READ AS MUCH NON-FICTION AS FICTION

Students must...	Teachers will and parents can...
Read more non-fiction. Shift is to 50%/50% non-fiction to fiction in K – 5, 75%/25% in grades 6 – 12.	At least 50% of what students read must be informational. Parents are encouraged to supply more non-fiction (journals, magazines, newspapers, non-fiction books)
Know the ways non-fiction can be put together	Teachers will build knowledge across the disciplines. Parents are encouraged to read non-fiction texts aloud or with students.
Enjoy and discuss the details of non-fiction	Model discussions around non-fiction text

ELA/LITERACY SHIFT 2: LEARN ABOUT THE WORLD BY READING

Students must...	Teachers will and parents can...
Build knowledge in disciplines through reading text.	Teachers must model how to read across the disciplines. Parents are encouraged to supply texts on topics of interest
Be able to handle “primary source” documents	Teachers must include primary source documents as instructional materials. Parents are encouraged to supply books that explain.
Develop skill reading textbooks in all subject areas	Discuss non-fiction text and the ideas within

ELA/LITERACY SHIFT 3: READ MORE COMPLEX MATERIAL CAREFULLY

Students must...	Teachers will and parents can...
Re-read	Teachers must create time and space for “close reading”. Parents should encourage students to re-read.
Read material at comfort level AND work with more challenging text	Teachers must offer text at and above students reading levels. Parents should know what is grade level appropriate
Unpack text	Read challenging text with students
Handle frustration and keep pushing	Model that challenging text is worth unpacking

SUPPORT THEIR READING *AND* READ CHALLENGING TEXT ALOUD

Grades	Example of complexity in non-fiction	Example of complexity in fiction
K – 1	A Tree is A Plant READ ALOUD: Fire, Fire	Are you my mother? READ ALOUD: The Owl & the Pussycat
2 – 3	Martin Luther King and the March on Washington READ ALOUD: What the World Eats	Fire Cat READ ALOUD: Charlotte's Web
4 – 5	Hurricanes: Earth's Mightiest Storms The Kid's Guide to Money	Bud not Buddy The Secret Garden

ELA/LITERACY SHIFT 4; DISCUSS READING USING EVIDENCE

Students must...	Teachers will and parents can support by...
Find evidence to support their arguments	Teachers must insist on classroom experiences which stay deeply connected to text on the page. Assessment of understanding of text should involve writing. Parents are encouraged to discuss text with students.
Form judgments	Demand evidence in all discussions including every day discussions
Discuss what the author's purpose is	Read aloud/read the same book and discuss modeling using evidence

ELA/LITERACY SHIFT 5: WRITING FROM SOURCES

Students must...	Teachers will and parents can...
Make arguments in writing using evidence	From grades K – 5 writing needs to shift from emphasizing the use of evidence to inform or make argument rather than personal narratives and decontextualized prompts. Parents should encourage students to write.
Compare multiple texts in writing	Teachers and parents are encouraged to write “books” together and use evidence/details

ELA/LITERACY SHIFT 6: ACADEMIC VOCABULARY

Students must...	Teachers will and parents can..
Learn the words that they will use in college and career	Teachers must focus on the building of academic vocabulary. Parents are encouraged to read often with all children, no matter the age to build vocabulary.
Get comfortable using formal language or the “language of power”	Parents and teachers should model use of appropriate vocabulary, avoid “baby talk” or “talking down”.

MATHEMATICS SHIFT 1: FOCUS – LEARN MORE ABOUT LESS

Students must...	Teachers will and parents can...
Spend more time on fewer concepts	Teachers need to focus on prioritized standards to create strong foundational knowledge. Parents should become familiar with what the priority work is for their student's grade level.

MATHEMATICS SHIFT 2: COHERENCE

Students must...	Teachers will and parents can...
Master the skills and content of each grade level in order to move on to more advanced material at the next grade.	Teachers will design curriculum to build on students' understanding and to introduce new topics from grade to grade, not emphasizing review of previously learned material. Parents should be aware of what their student struggled with and how that will affect learning this year.

MATHEMATICS SHIFT 3: SKILLS

Students need to...	Teachers will and parents can...
Spend time practicing lots of problems on the same idea	Teachers need to provide students with opportunities to practice skills often

STUDENTS NEED TO PARTICIPATE IN MATH DISCOURSE – KINDERGARTEN EXAMPLE

Example: **Nine grapes were in the bowl. I ate 3 grapes. How many grapes are in the bowl now?**

Student: I got 9 “grapes” and put them in my bowl. Then, I took 3 grapes out of the bowl. I counted the grapes still left in the bowl... 1, 2, 3, 4, 4, 5, 6. Six. There are 6 grapes in the bowl.

Example: **Six crayons are in the box. Two are red and the rest are blue. How many blue crayons are in the box?**

Student: I got 6 crayons. I moved these two over and pretended they were red. Then, I counted the “blue” ones left. There were four, so four are blue.



MATHEMATICAL DISCOURSE – 5TH GRADE

EXAMPLE

Examples of alternative strategies:

There are 225 dozen cookies in the bakery. How many cookies are there?

Student 1 :I broke 12 up into 10 and 2.

$$225 \times 10 = 2,250$$

$$225 \times 2 = 450$$

$$2,250 + 450 = 2,700$$

Student 2

$225 \times 12 =$, I broke up 225 into 200 and 25.

$$200 \times 12 = 2,400$$

I broke 25 up into 5×5 , so I had $5 \times 5 \times 12$ or $5 \times 12 \times 5$.

$$5 \times 12 = 60. 60 \times 5 = 300$$

I then added 2,400 and 300

$$2,400 + 300 = 2,700.$$

OMS Mathematics 2014-2015

Matt Coleman, Mathematics Director

Agenda

- ❏ OMS Pathways and Courses
- ❏ AHS Pathways and Courses
- ❏ Current State Frameworks
- ❏ MCAS and PARCC
- ❏ Questions



OMS Pathways and Courses

Pathways and Courses

- ❑ 6th Graders in Math 7A
- ❑ Independent Study: Geometry
- ❑ Math Support
- ❑ CS and DML course

Advancing to Math 7A



- ❑ 11 sixth graders in Math 7A
- ❑ First year of formal implementation
- ❑ Opportunity will be offered again
- ❑ Process will begin in March

Independent Study: Geometry

- ❑ 1 sixth grader and 2 eighth graders in Geo Independent Study
- ❑ Meets every other day
- ❑ Cohort will increase year to year;
5 seventh graders in Alg 1
11 sixth graders in Math 7A

Math Support

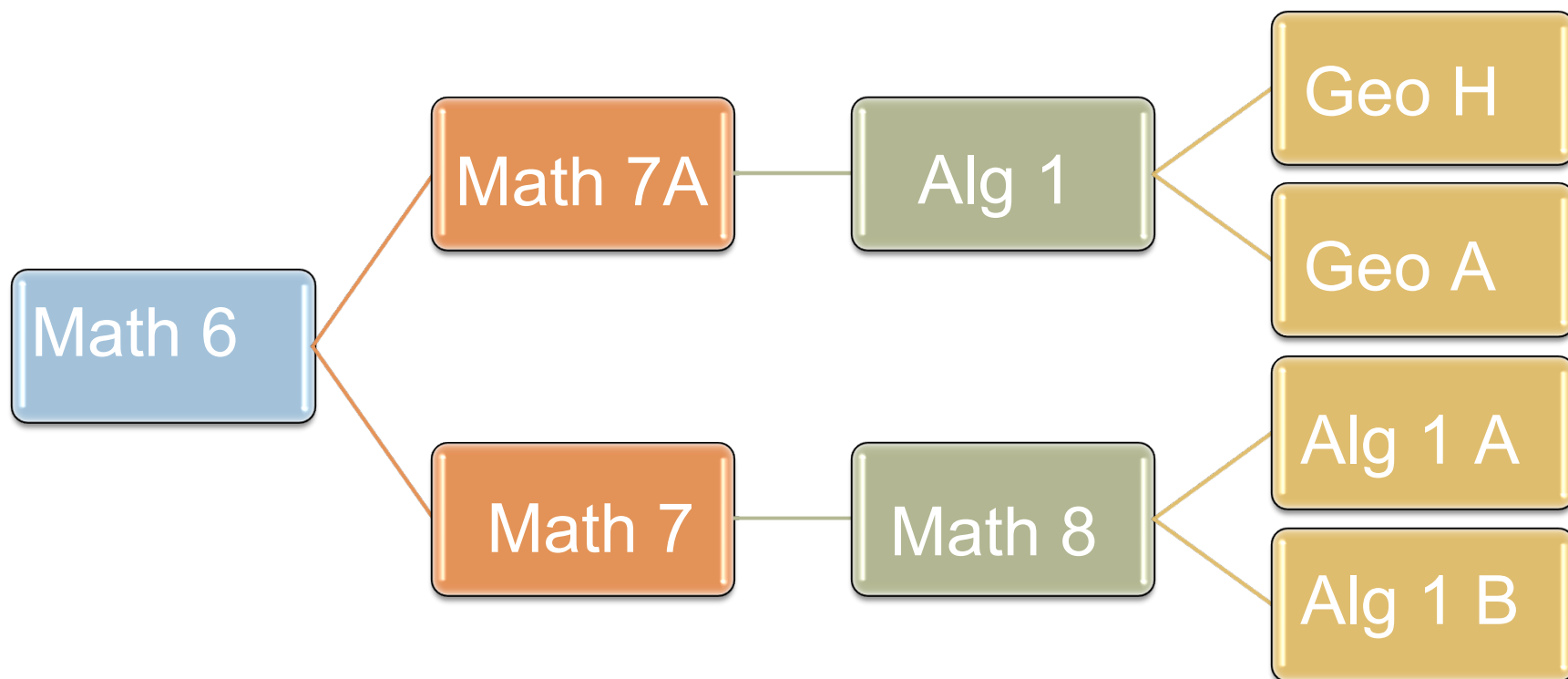


The focus of this small group Mathematics Support class is to improve foundational skills and concepts required for developing mathematical fluency. Students meet with a mathematics teacher in small groups to work on skill fluency, to prepare for upcoming assessments and assignments, and to develop communication skills within mathematics.

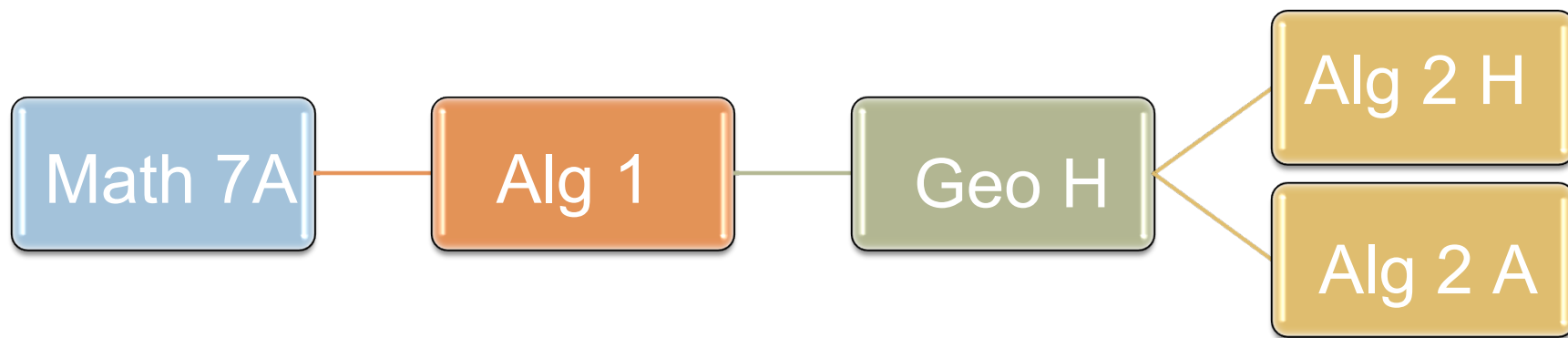
DML and CS

- ❑ Currently offered to sixth graders
- ❑ 75% of all sixth graders are enrolled
- ❑ Scratch, HTML, LightBot
- ❑ Focus on Algorithmic Thinking and Design

Pathways: Traditional



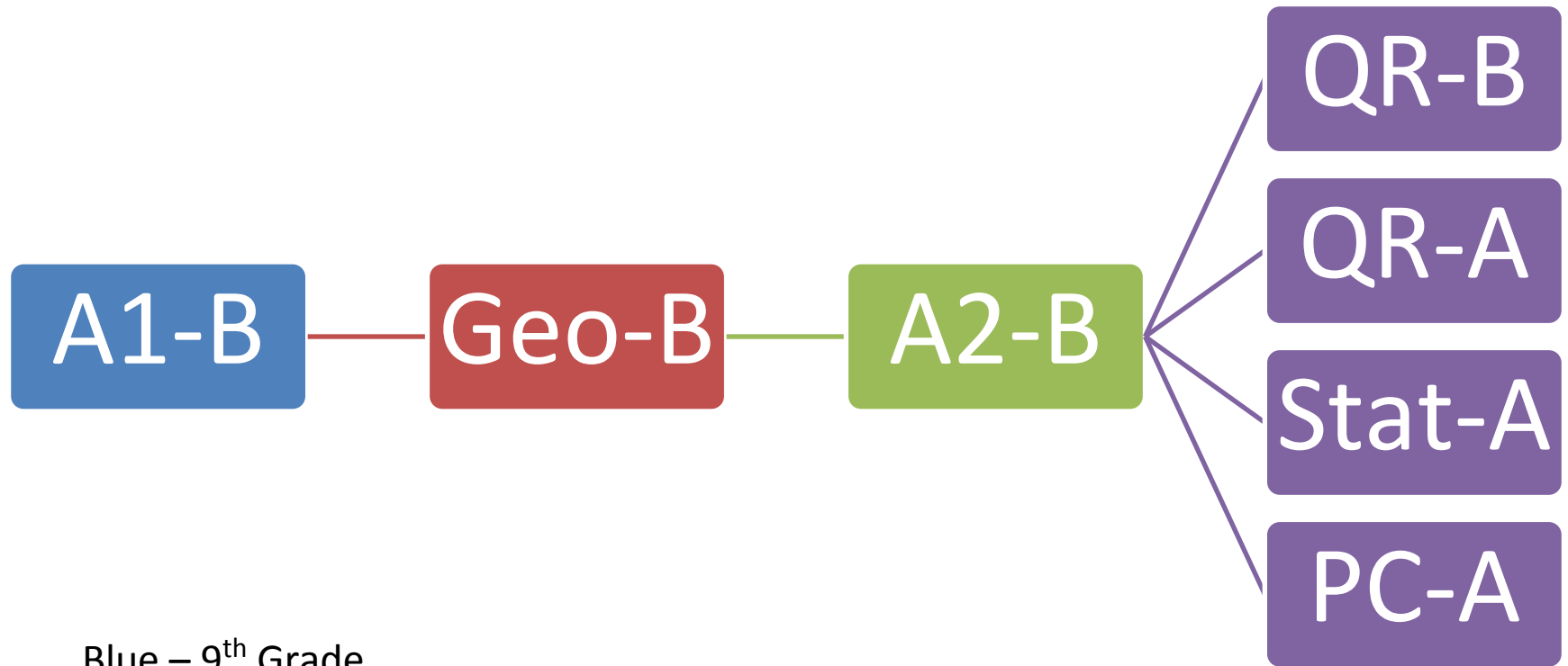
Pathway: Bypassing Math 6



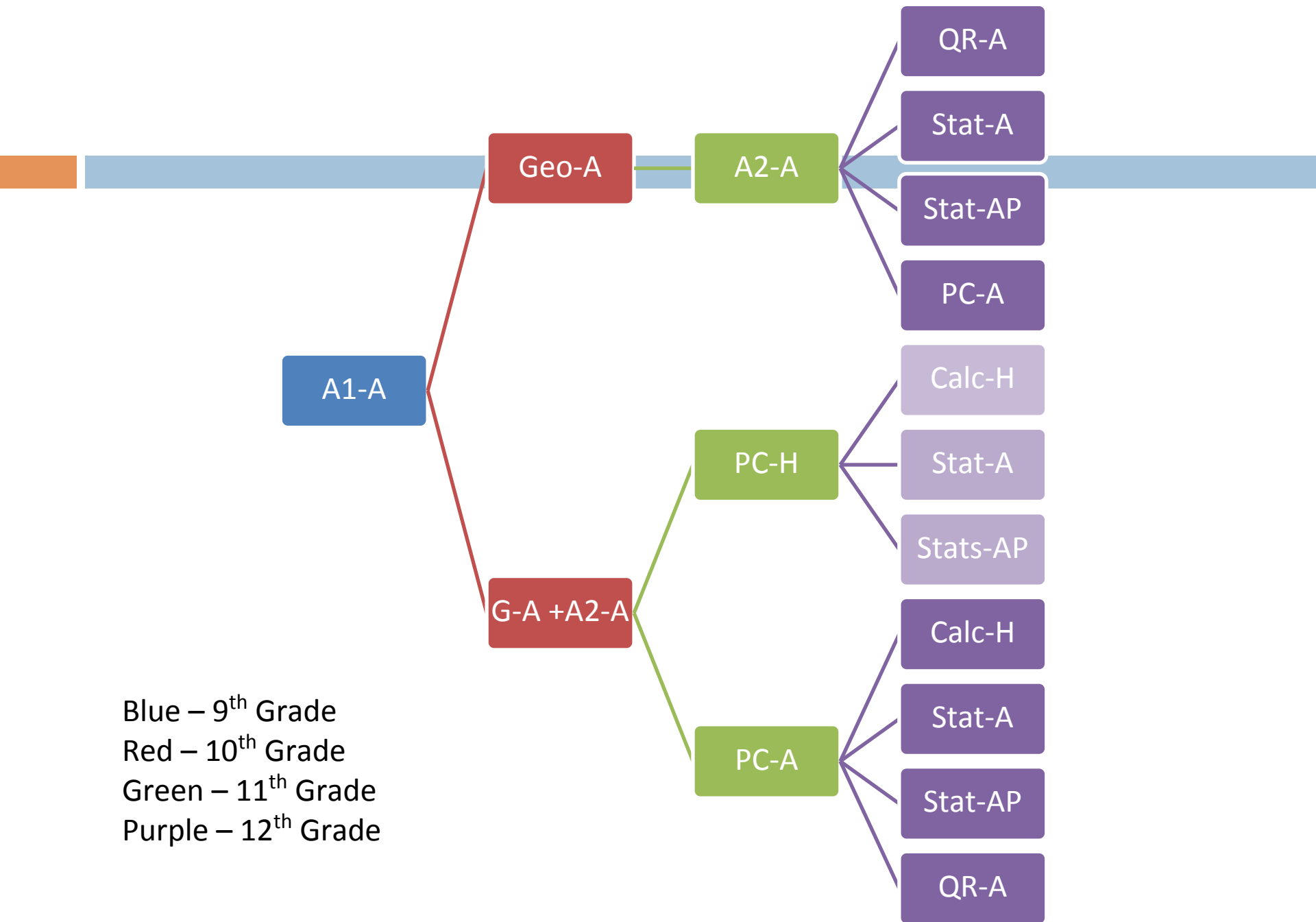


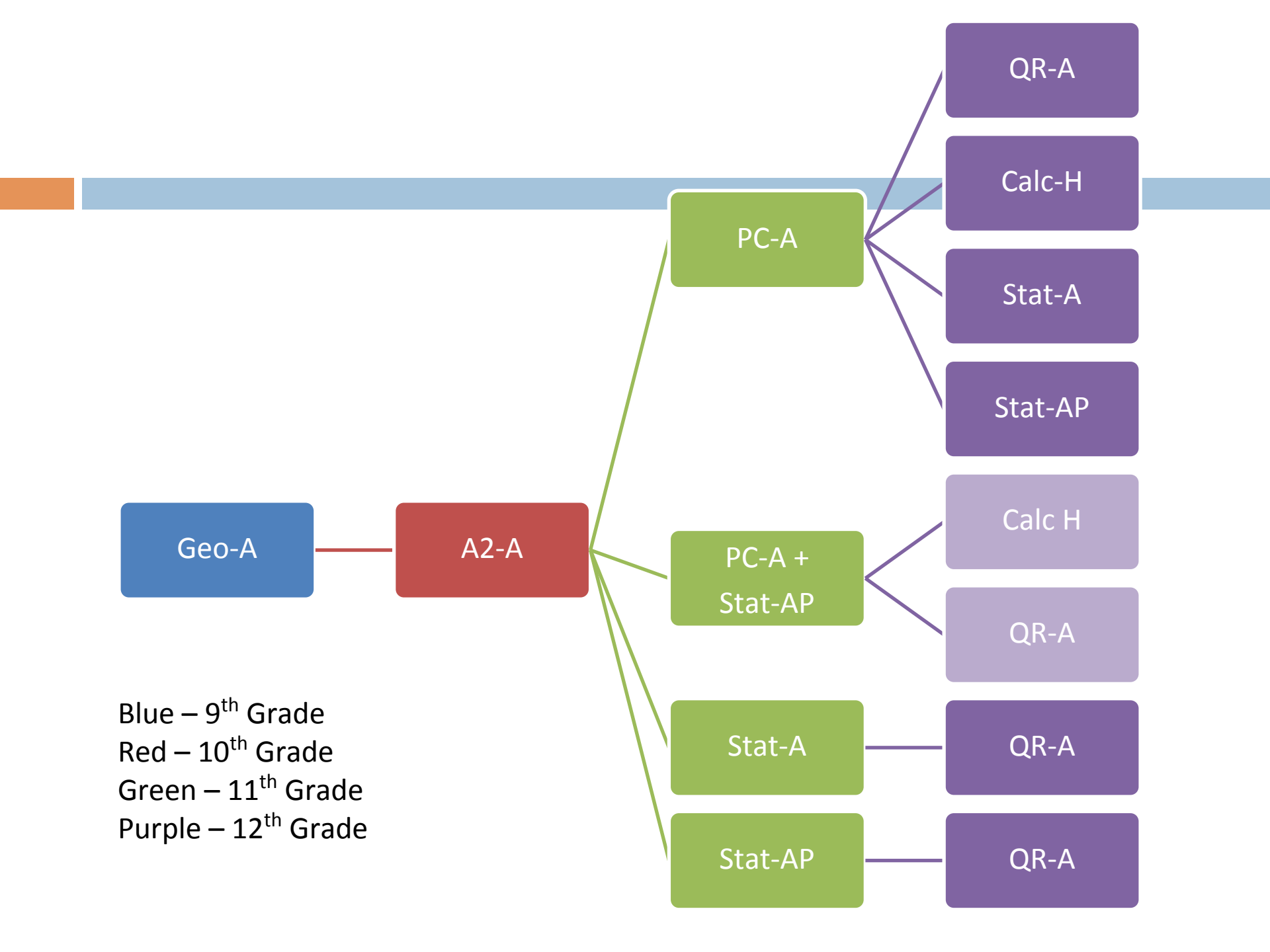
AHS Pathways and Courses

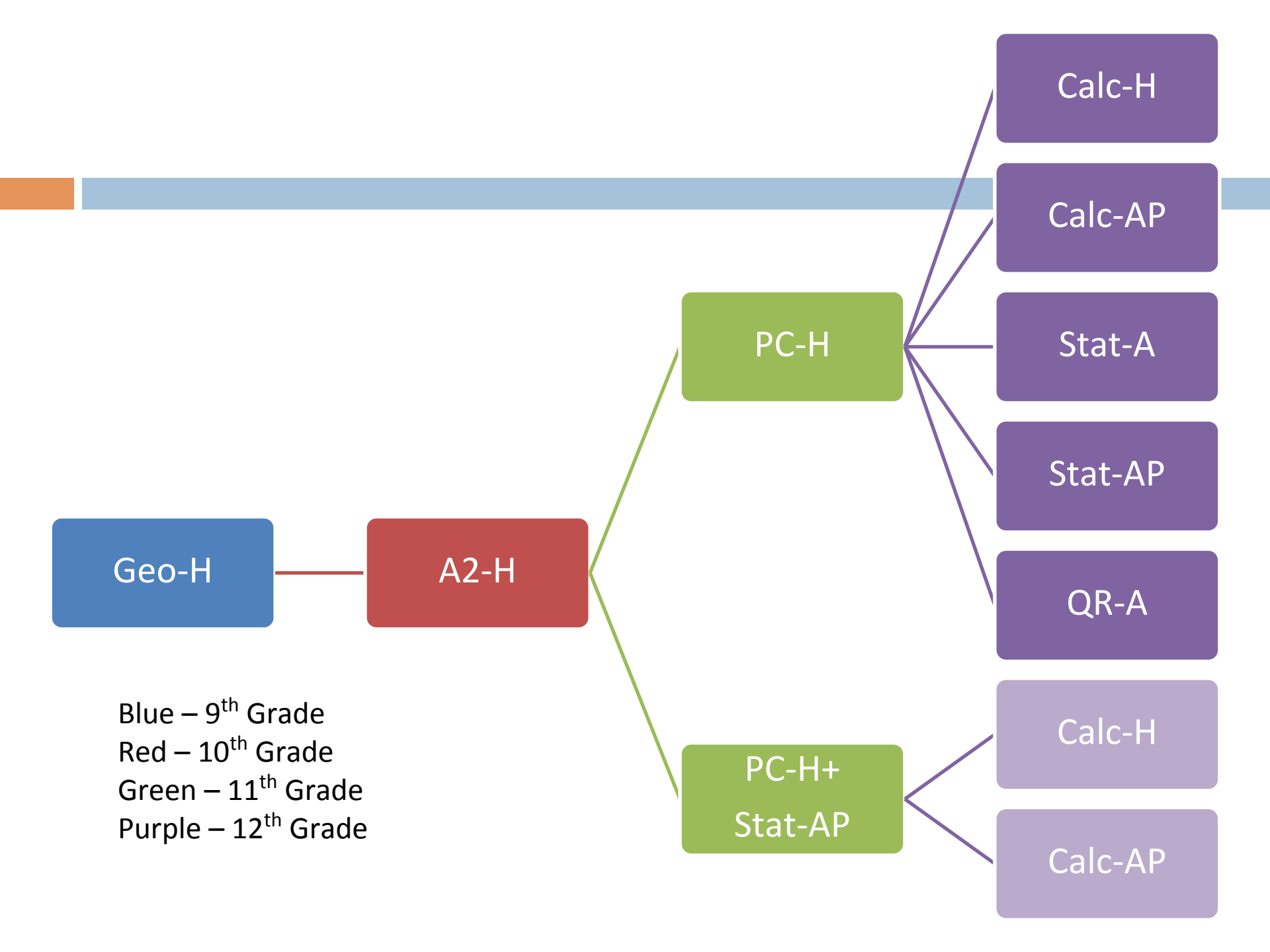
AHS Pathways



Blue – 9th Grade
Red – 10th Grade
Green – 11th Grade
Purple – 12th Grade







Project Based Math Electives

Computer Science and
Programming

Computer Aided
Drafting & Design
I, II, III, IV

Computer Programming



ECS

Computer Science
H

AP CS A

AP CS Principles

Computer Programming

ECS

- Computers and Human Interaction
- Problem Solving
- Web Design
- Programming
- Data Analysis
- Robotics

Honors

Programming

- Problem Solving
- Programming: JAVA
- Game Design
- Robotics

C.A.D.D.

Engineering

Architecture

**Real World
Projects**

**Pick you own
project!**

**Build your own
house!**

**Graphic
Design**

Design a Go-Cart

Design

Make 3D drawings

**Work with the
community**



Current State Frameworks

Current State Frameworks

"These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms."

-2011 Massachusetts Curriculum Framework for Mathematics (page 14)

-Common Core State Standards for Mathematics (page 5)

Organization

- ❑ **Standards for Mathematical Practice**
 - ❑ Carry across all grade levels
 - ❑ Describe habits of mind of a mathematically expert student

- ❑ **Standards for Mathematical Content**
 - ❑ K-8 standards presented by grade level
 - ❑ Organized into domains that progress over several grades
 - ❑ Grade introductions give 2-4 focal points at each grade level
 - ❑ High school standards presented by conceptual category

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Content Standards: K-8

k	1	2	3	4	5	6	7	8
Geometry								
Measurement and Data						Statistics and Probability		
Numbers and Operations in Base Ten						The Number System		
Operations and Algebraic Thinking						Expressions and Equations		
Counting and Cardinality			Numbers and Operations-Fractions			Ratios and Proportional Reasoning		Functions



MCAS and PARCC

MCAS and PARCC Transition



- ❑ Final Year for MCAS Grades 3-8
- ❑ PARCC will Begin During the 2015-2016 School Year
- ❑ The Math Department Values the Standards and Curriculum over Preparation for the State Exams

PARCC Assessment: 3-8

- ❑ The 3-8 PARCC assessments will be delivered at each grade level and will be based directly on the Common Core State Standards.
- ❑ The distributed PARCC design includes four components - **two required summative and two optional non-summative** - to provide educators with timely feedback to inform instruction and provide multiple measures of student achievement across the school year.
- ❑ The 3-8 assessments will include a range of item types, including innovative constructed response, extended performance tasks, and selected response (**all of which will be computer based**).

PARCC Assessment: 3-8

- **Performance-Based Assessment (PBA)** administered after 75% of the school year. The English language arts/literacy (ELA/literacy) PBA will focus on writing effectively when analyzing text. **The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.**

PARCC Assessment: 3-8

- **End-of-Year Assessment (EOY)** administered after approximately 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course and demonstrate mathematical fluency, when applicable to the grade.



Questions?

Questions?

- ❑ Homework?
- ❑ State of the students that have bypassed Math 6.
- ❑ Motivated Learners?
- ❑ Students not at grade level?

Opener

Evaluate

35-19

Grades k Through 2 Arlington Mathematics and the CCSS

Emily Veader and Matt Coleman

Subtraction Strategies

- Standard Algorithm (borrow)
- Begin at 19 and count up by ones or in parts
- Begin with $35-20=15$
- Begin by subtraction $35-10$
- Begin by adding 1 to both numbers

Major Number Sense Topics in K

- Know Number Names and Count Sequence to 20
- Count to Tell the Number of Objects to 10
- Work with Numbers 11-19 to Gain Foundations for Place Value
- Compare Numbers 1-10
- Understand Addition as Putting Together and Adding To
- Understand Subtraction as Taking Apart and Taking From

Major Number Sense Topics in Grade 1

- Composes and Decomposes Numbers to 6
- Uses Comparative Language
- Place Value Unitizing 10
- Place Value through 20

Major Number Sense Topics in Grade 2

- Sums and Differences 7 to 10
- Sums and Differences to 20
- Place Value Addition and Subtraction

Problem Solving Types: Put Together/Take Apart

There are 8 pets in the store. Some are cats and some are dogs.

How many cats are there? How many dogs are there?

Problem Solving Types: Compare

There are 6 red crayons and 13 blue crayons in the box.

How many more blue crayons are there than red crayons?

At the fair you get different numbers of points for hitting things with a baseball.



19 points for knocking over a pile of milk bottles

16 points for tumbling down a tower of blocks

17 points for making a mouse fall off a house

13 points for throwing the ball into a hole

11 points for knocking the tail off a wooden monkey

5 points for throwing the ball into a hippo's mouth

It takes 45 points to win a giant donkey.

Progress Reports

- Math progress reports have changed to reflect the emphasis of the new standards
- Students at all grades are evaluated on perseverance and communication
- Number sense and place value are the major focus of the progress report
- While teachers will continue to teach time and money, these areas will not appear on the progress report
- The grading perspective is modified.

Supporting Math at Home

- Practice telling time on analog clocks
- Use real money to identify and count coins
- Discuss parts of numbers in real-life contexts
- Book: Old Dogs, New Math: Homework Help for Puzzled Parents

Would you like to Hear More?

Please join us for the district-wide Elementary
Math Night on:

November 19th

Arlington High School

7:00-8:30

Opener

How many total muffins are in the tins?

Grades 3 Through 5 Arlington Mathematics and the CCSS

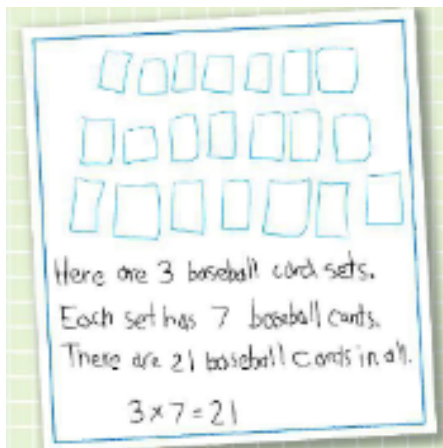
Emily Veader and Matt Coleman

Multiplication Strand Grade 3

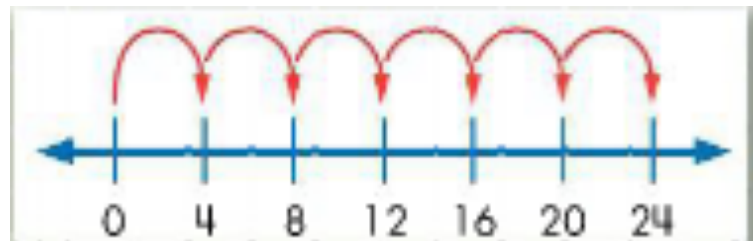
- Developing understanding of multiplication and division and strategies for multiplication and division within 100;
- Developing understanding of the structure of rectangular arrays and of area.

Multiplication Strand Grade 3

Set Model

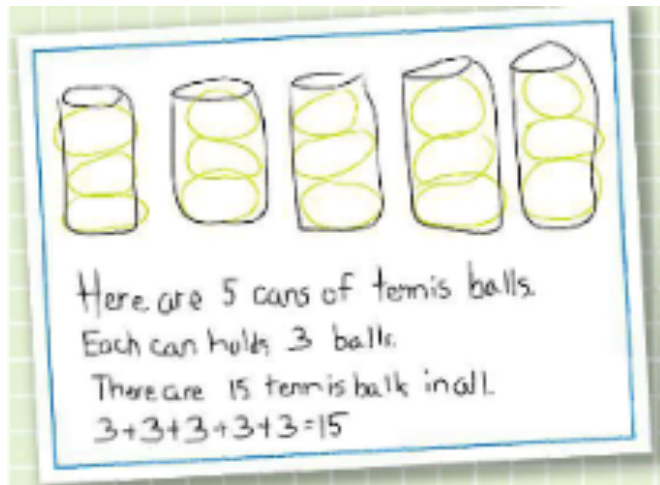


Skip Counting on a Number Line

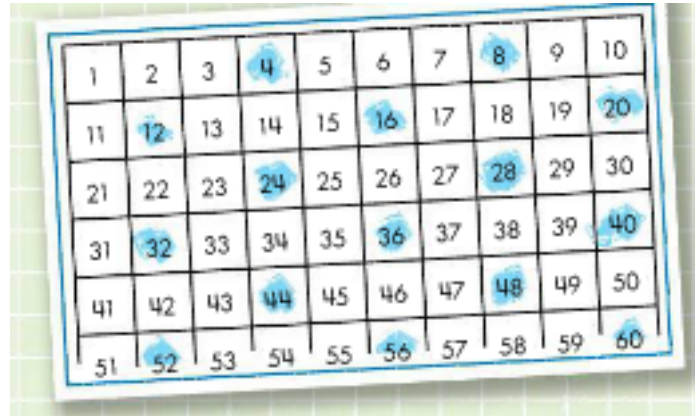


Multiplication Strand Grade 3

Grouped set model

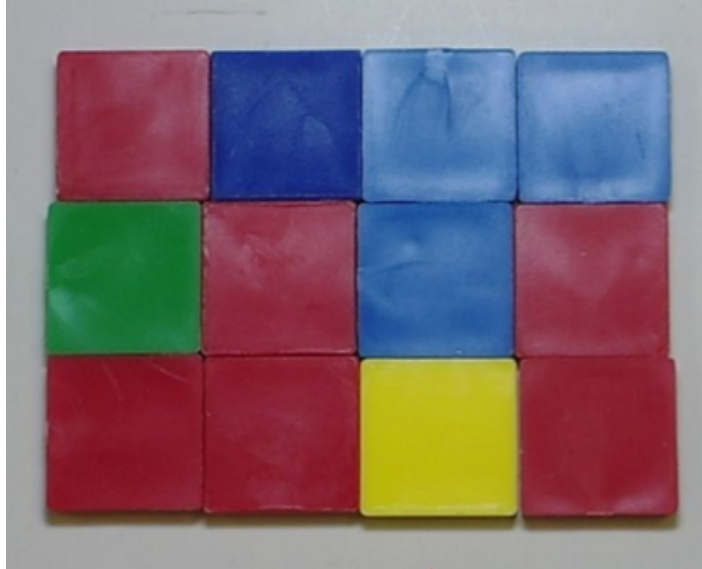


Skip counting on 100s chart



Major Multiplication

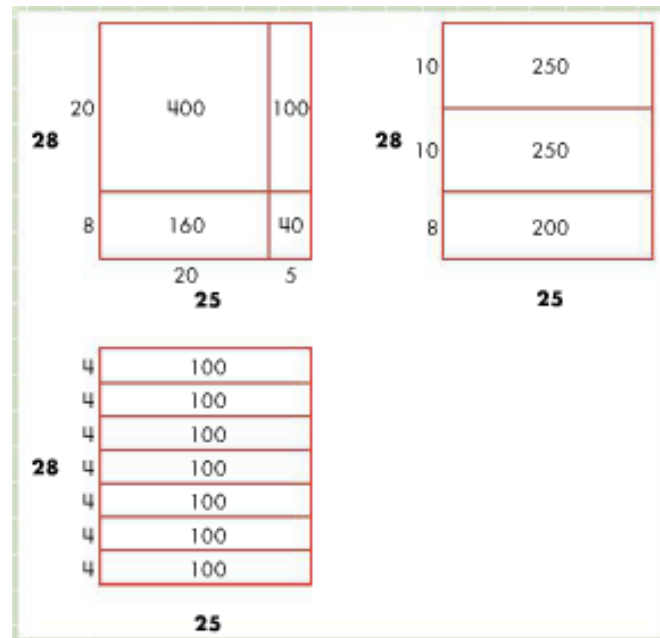
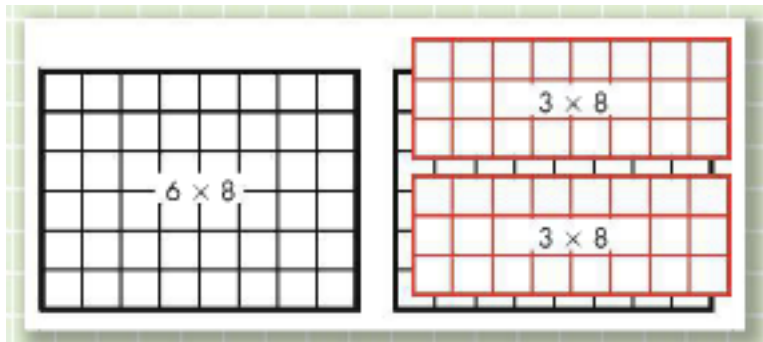
Array Model



Multiplication Strand Grade 4

Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.

With boxes

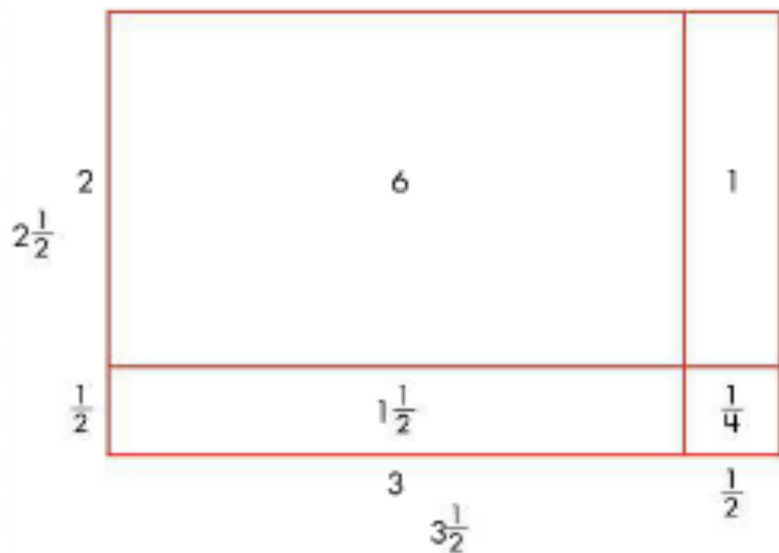


Multiplication Strand Grade 5

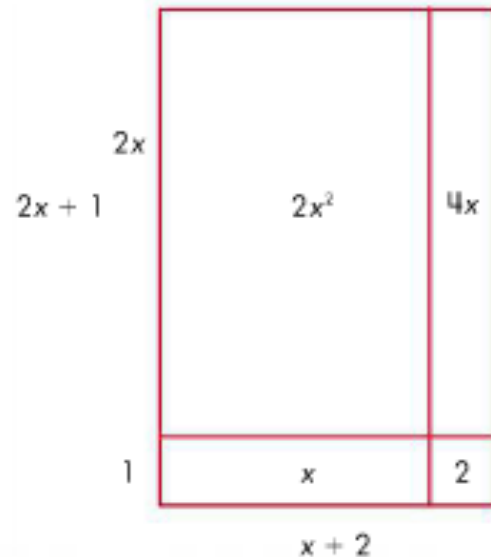
- **Developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions.)**

Multiplication Strand

Multiplication of Fractions:
Grade 5



Multiplication with Algebraic
Expressions: Grade 7



Math Problem

There were fourteen trees in an apple orchard. There were thirty-five apples on each tree. How many apples were there altogether?

- Create a **visual representation(s)** of this story problem.
- Show your solution using an **equation**.
- How does your **equation** relate to your **representation**?
- How do both your equation and your representation relate to the story problem?

Progress Reports

- Math progress reports have changed to reflect the emphasis of the new standards
- Students at all grades are evaluated on perseverance and communication
- Number sense and place value are the major focus of the progress report
- While teachers will continue to teach time and money, these areas will not appear on the progress report
- The grading perspective is modified.

Supporting Math at Home

- Practice multiplication/division facts, discuss strategies
- Provide real-life measurement situations (cooking, building, sewing, etc.): use measuring cups, rulers, tape measures, scales
- Use real money and at least one analog clock
- Book: Old Dogs, New Math: Homework Help for Puzzled Parents

Would you like to Hear More?

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Arlington High School
7:00-8:30



Town of Arlington, Massachusetts

Standards



Town of Arlington, Massachusetts

Standard 1: Instructional Leadership

Summary:

- A. Curriculum Indicator
 - 1. Standards-Based Unit Design
 - 2. Lesson Development Support
- B. Instruction Indicator
 - 1. Instructional Practices
 - 2. Quality of Effort & Work
 - 3. Diverse Learners' Needs
- C. Assessment Indicators
 - 1. Variety of Assessments
 - 2. Adjustment to Practice
- D. Evaluation Indicator
 - 1. Educator Goals
 - 2. Observations & Feedback
 - 3. Ratings
 - 4. Alignment Review
- E. Data-Informed Decision Making Indicator Knowledge & Use of Data
 - 1. Knowledge & Use of Data
 - 2. School and District Goals
 - 3. Improvement of Performance, Effectiveness, and Learning

ATTACHMENTS:

Type	Description
□ Reference Material	District Goals 2014
□ Reference Material	Summative Assessment D1,2,3
□ Reference Material	ALICE Spring 2015 A, B, C. D. E
□ Reference Material	Administrative Team Meeting Agenda's E2
□ Reference Material	Admin Team Agenda
□ Reference Material	Project Based Learning Conference
□ Reference Material	School Visits 2014-2015
□ Reference Material	Analytic Tools Provided to Teachers and Admin
□ Reference Material	Data Team schedule for Elem Teachers Sept - June

ARLINGTON PUBLIC SCHOOLS
District Goals 2014-2015
Approved by the Arlington School Committee June 12, 2014

Goal I - Student Achievement

The Arlington Public Schools (APS) will ensure that every graduate is prepared to enter and complete a post- secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

Strategic Initiatives:

1. Action plans and outcomes will emphasize inquiry and experiential learning in order to promote student engagement and a deeper understanding of the curriculum.
2. Students will receive increased support for their social-emotional needs in recognition of the interconnection between the social-emotional needs of students and the academic challenges of the curriculum.
3. District Determined Measures (DDMs) will be completed and piloted in all departments that did not pilot DDMs in 2013-2014 in order to monitor student progress over a school year.
4. In an effort to narrow the achievement gap, APS will provide students in subgroups additional support in order to improve their achievement on the state accountability assessments, as measured at each school by an annual or cumulative Progress and Performance Index (PPI) of at least 75 in the aggregate and in the high needs subgroups.
5. Scores for students in the aggregate at each grade level tested on the state accountability assessments in the areas of Mathematics and English Language Arts will evidence a Student Growth Percentile (SGP) of 51 or higher.

Goal II - Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

Strategic Initiatives:

1. Administrators and teachers will be provided additional professional development in the implementation of the Arlington Effective Educator Development System.
2. Administrators and teachers will be provided professional development and planning time to be able to systematically and routinely use data to guide instructional decisions and meet students' learning needs.
3. Teachers will be provided professional development to enhance their capacity to address students' social-emotional needs.
4. The District will support its administrators and teachers through professional development opportunities that are aligned to the needs of its staff, including instructional support and content knowledge, coaching, technology competence and ability to differentiate instruction.

5. One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the 2014-2015 school year.

Goal III - Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

Strategic Initiatives:

1. Evaluate the cleanliness and maintenance of the Arlington Public Schools facilities in order for the Superintendent and Facilities Subcommittee to present budget recommendations for the FY16 Budget by December 1, 2014.
2. Complete a feasibility study of the Stratton Elementary School that will produce a plan to achieve facility parity with the other elementary schools to be presented to the Capital Planning Committee and School Committee in the fall 2014.
3. Develop a plan to increase structured common planning time for teachers and implement to the extent possible in 2014-2015.
4. Develop a plan to address space issues related to enrollment growth anticipated over the next 3 to 5 years to be presented to the School Committee by June 2015.
5. Continue to support technology implementation as outlined in the Technology Plan, and expand broadband connectivity within and to all schools.

Goal IV - Operations, Communication and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

Strategic Initiatives:

1. APS is dedicated to recruiting, hiring and retaining a diverse staff of outstanding educators. The diversity of the APS staff will increase from the 2013-2014 baseline in order to better reflect the diversity of our student population.
2. A dashboard of district metrics will be developed and be made available for all stakeholders by June 2015.
3. The district website will be analyzed and changes implemented to improve the communication of information to parents and the community by June 2015.
4. A public forum will be held to communicate information about the Common Core Massachusetts Standards and state assessments no later than February 2015.

Summative assessment:

Standard I:

204
Your progress has been steady and focused. You are a teacher who takes organization seriously; you have classroom built a series of routines and approaches that help students feel welcome and safe. This was clearly observed in observation two and three where I observed an establish routine about homework, DO NOW's and your expectations regarding what students should do when they finish a quiz. Using time efficiently is important to you, and the suggestions I had made originally about pacing during observation one were implemented in an effective way by the next time I came to observe in observation two; your own sense of purpose helped guide you. You clearly have thought about my feedback about letting the importance of an activity determine the length of time that the activity should take up in the lesson. As I discussed in observation five this should be considered when designing a project as well as when designing a lesson. You should always weigh the time required to do a project to the importance of the educational outcomes of the project.

One challenge that faces newer teachers is how to integrate the specific requirements of the curriculum with each other and with the various texts and other requirements of the year, in addition to making elements of the curriculum relevant and appropriate for the students. Your work in this area is on-going and should be the focus of the rest of the year.

By including students in problem solving and by encouraging students to ask and answer higher level questions, you will expand you expertise in terms of curriculum and also in terms of planning, as students feedback and performance will be vital in determining which kinds of lessons and focus are effective and which do not yield the desired outcomes.

Standard II

You have shown evidence of having explicit high expectations for students. In observation two I commented on how you always require student to provide evidence to support their thinking. You always ask for this if they do not provide it. I think that a goal for the next year would be to think about each lesson in terms of its desire outcome, both for you and for your students. At times that outcome will be the same thing, and at times it will be important to state the outcome for the class specifically.

You engage students well and expect them to play an active role in the class. Those expectations should continue.

Standard III

Standard IV

You work closely with your colleagues, shares curriculum units, participates in the PLC, and is otherwise a contributing member of the department. YOur uses your mentor, your department head, and other members of the department as sounding boards. You have initiated units of study for the American Literature class and are experimenting ,along with your colleagues in the writing course, with new ways of teaching and expanding the existing curriculum.

A.L.i.C.E
Spring 2015

April 6, 2015	Parent informational night at AHS Lowe Auditorium. 7:00pm Guest Speakers: Michele Gay Safe and Sound Schools and Lt. Scott Sencabaugh
May 5, 2015	OMS Staff Training
May 6, 2015	AHS Staff Training
May 6, 2015	6:30pm OMS Parent training/drill experience
May 11, 2015	6:30pm AHS Parent training/drill experience
May 12, 2015	Bishop Staff Training
May 19, 2015	8am OMS Student Training Assembly
May 20, 2015	7pm Bishop Parent training/drill experience
May 22, 2015	AHS Student Training Assembly
May 27, 2015	9am Bishop Student Classroom presentations Changed to June 11
*added June 2	2nd Bishop staff meeting to discuss student presentations and drill.
June 11, 2015	Bishop Student Classroom presentations (all day by grade level)
June 12, 2015	AHS 9am meet with Admin and First Responders in guidance conf. room. 9:30am Drill/Debrief
	OMS 12:45pm meet with Admin and First Responders 1:15pm OMS Drill/Debrief
June 17, 2015	Bishop 9am Meet with Admin, First Responders and all Elem. Principals 9:30am Bishop Drill 10:30am Debrief and meet with Admin/First Responders/Principals 10:45am Meet with All Elementary Principals

Administrative Team Meeting
Wednesday, June 10, 2015
9:00 – 11:30 pm
School Committee Room

- ◆ *District Goals*
- ◆ *Elementary - Specialists Schedule*
- ◆ *Secondary – District Goals*
- ◆ *Roundtable*

AGENDA
ADMINISTRATIVE TEAM MEETING
May 29, 2015

1. District Goals 2015-2016
2. Field Trip Nursing Protocols – Sue Franchi
3. Draft Calendar 2015-2016
4. Non-renewal TAs
5. Update Stratton Pr
6. FY16 Ordering – I
7. Material/Technology
8. Miscellaneous
 - June 17 ALIC
 - Summer Adm
9. Rountable

Standard 4

D-2 E1

Standard 1

E2

Goal 3

Strategic Initiatives

2

AGENDA
ADMINISTRATIVE TEAM MEETING
May 8, 2015

1. Review and Discussion – District Goals 2015-2016
2. Summative Evaluations
3. ELL Update
4. Teaching Assistant Renewals
5. Summer Administration Meeting Dates
6. Miscellaneous
 - School Committee Survey
 - Teacher & Staff Appreciation Reception, May 21
7. Roundtable

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012
-

Administrative Team Meeting
Friday, March 6, 2015
School Committee Room
Agenda
9:00 – 11:30 pm

Strategic Planning to Improve Instruction (SPII)

Anticipated openings

Hiring

FY16 Budget issues

Evaluations

Administrative Team Meeting
Thursday, January 29, 2015
3:00 – 5:00 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Feedback & Evidence
-
-

AGENDA
ADMINISTRATIVE TEAM MEETING
January 9, 2015

1. FY16 Budget – Multiyear Overview
 - Priorities
 - 9C Reductions
2. Evaluation Progress
3. Capital Committee Funding Recommendations
4. Crisis Go Feedback
5. Miscellaneous
 - Ethics Training
 - ALICE Parent Night
 -
6. Rountable

1pdp
cultural
close reading
Ipsued
12/23/14

AGENDA
ADMINISTRATIVE TEAM MEETING
December 19, 2014

1. FY16 Budget
 - Long-Range Planning
 - Teacher Presentation
 - Priorities
 - 9C Reductions
2. School Responses in Aftermath of Ferguson and New York
 - Co-Sponsor Community Discussion with 2020 Diversity Task Force
 - *Waking Up White*
3. ALICE Overview in Schools – Feedback
4. Conference Sharing
 - Title 1
 - METCO
 -
5. Miscellaneous
 - Evaluation Progress
 - Smoking Regulations
 - MPY In-Service Programs
 -
6. Rountable

AGENDA
ADMINISTRATIVE TEAM MEETING
November 21, 2014

1. FY16 Budget
 - Multi-year Projections
 - Elementary Presentation
 - Secondary Priorities
 - Potential 9C Reductions
 - District Prioritized List (beginning discussion)
2. CRDC Report on Out-of-School and In-School Suspensions
3. ALICE Roll-out
4. Miscellaneous
 - Protocols for Software Acquisition
 - Evaluation Progress
 - Solar Panel Project
 - MPY In-Service Programs
 -
5. Rountable

AGENDA
ADMINISTRATIVE TEAM MEETING
October 17, 2014

1. Bill #222 Notification Requirements (1 hr.) – Joan Stein, SCM
2. Safety Summit Report / ALICE Presentation to SC – Cindy Sheridan-Curran, Maureen Murphy, Mark McAneny
3. Budget FY14 Review – Diane Johnson
4. Data Teams
5. Communication Protocol 2'nd Read/Discussion
6. Parent Satisfaction Survey
7. Open Checkbook Initiative
8. Personnel/HR – Rob Spiegel
 - Sub Check-in
 - Diversity Report
 - Fingerprinting
9. Miscellaneous
 - List Serve Uses - Re: Content
 - Technology Updates
10. Roundtable

Administrative Team Meeting
Friday, September 19, 2014
9:00 – 11:30 am
School Committee Room

- ◆ Data team questions and protocols
- ◆ Update Stratton building project
- ◆ Communication protocols
- ◆ Safety protocols during evacuations
- ◆ Beginning budget discussion (brief)
- ◆ Hiring report
- ◆ Enrollment - and, future space implications

AGENDA
ADMINISTRATIVE RETREAT
August 19 & 20

School Committee Room

Tuesday, August 19

- 8:00 Coffee and pastry
- 8:30 Overview of retreat
- 9:00 Liz Valerio, Labor Attorney
 - Amendments to School Discipline Law
 - Evaluations - Due Process
 - Conducting Investigations
 - FERPA
- 10:30 Break
- 10:45 Evaluation Retrospective & Forward Focus (bring 2 copies of observations and summative for one person – name blacked-out)
- 12:15 Lunch
- 1:00 PD 360 Presentation - updated
- 1:45 ALICE Discussion
- 2:45 Wrap-up

- 3:30 – 4:30 (optional) Baseline – Student Analytics

Wednesday, August 20

- 8:00 Coffee and pastry
- 8:30 Data Goal and Focus in 2014-2015/ Protocols Used In Other Districts
- 10:30 Break
- 10:45 Data Team Experience and Planning
- 11:45 Communication Protocols
- 12:15 Lunch

- 1:00 – 3:00 The afternoon time is primarily intended for principals, but all are invited to attend
Topics:
 - IDEA overview – required for Federal Grant (Ben H. to present)
 - Overview of topics for faculty meeting on August 28

- 3:30 – 4:30 (optional) Baseline – Teacher Evaluation

Administrative Team Meeting
Monday, October 27, 2014
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Goals Discussion and Feedback

Administrative Team Meeting
Thursday, January 29, 2015
3:00 – 5:00 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Feedback & Evidence

Administrative Team Meeting
Monday, March 16, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012

Administrative Team Meeting
Monday, October 27, 2014
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Goals Discussion and Feedback

Administrative Team Meeting
Thursday, January 29, 2015
3:00 – 5:00 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Feedback & Evidence

Administrative Team Meeting
Monday, March 16, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012

AGENDA TOPICS FOR ADMINISTRATIVE MEETINGS – AUGUST 25-27

Coffee: 8:00-8:30

Meeting: 8:30-2:30 (lunch served)

TUESDAY (ALL)

1. Introductions
2. Summer Sharing (Picture, Article, Book, PD)
3. Space Study - Enrollment Projections and Options To Address Enrollment Growth
 - Stratton Update
4. District Goals 2015-2016 – Indicators of Success; SIPS
5. September 2 & 3 Agendas
6. Updates:
 - School Dude (Password: arlington)
 - Electric Shutdown for Solar Panels Installation – Saturday
 - Administration Hiring Update
 - New Elementary Schedule (bell: 8:10)

12:00-12:30 Lunch

7. MCAS District Overview
 - Achievement Gap
 - Data Meetings: Facilitation, Norms and Protocols
 - Assessment Schedule and Tentative PARCC
8. Technology Update

TUESDAY 2:45-4:00 Elementary Principals

- Elementary Curriculum Update – Reading
- ELA Elementary MCAS Overview

WEDNESDAY (ALL)

1. Closing Achievement Gap – Discussion Articles from *Creating the Opportunity to Learn*
 - Cultural Proficiency
2. Evaluation
 - Adult Learning (2 articles sent as attachments)
 - Clear Expectations – Through Line from District to School to Individual Goals
 - Primary and Secondary Evaluators
 - Discipline vs. Performance Issues
 - Student Surveys
 - Secretary Evaluations
3. Teaching and Learning Website
 - Google Classroom

12:00-12:30 Lunch

4. Baseline Edge
5. AESOP – Approvals and Substitute Requests/Documentation for Timesheets
6. RETELL for Administrators
7. Restraint Policy – New Regulations
8. Calendar – Meeting Schedules for All Administrators (number of meetings and day of week)

WEDNESDAY 2:45-4:00 Elementary Principals

- Elementary Math Curriculum Update
- Math Elementary MCAS Overview

THURSDAY Morning (PRINCIPALS & ASSISTANT PRINCIPALS/DEANS)

1. PowerSchool Training – Discipline Codes for CRDC; Student Withdrawals; Power Scheduler (Jorge, Jean and Remy – 1 hr.)
2. SIPs
 - Example Goals PowerPoint for Faculty
3. Emergency and Evacuation Protocols
4. School Websites
5. Secretary Evaluations
6. Library Books Protocol
7. First Faculty Meeting Agendas
8. Schedule

ELEMENTARY PRINCIPALS (afternoon)

1. Teacher Leadership Seminar Update
2. Curriculum/PD Council Proposal
3. Elementary Handbook
4. Specialist Schedules
5. Title 1
6. Math Practice Guides
7. Kindergarten Screening next Spring?

SECONDARY PRINCIPALS

1. Technology Pilots
2. Advisory Program

THURSDAY 2:45-4:00 Elementary Principals

- Elementary Writing
- MCAS Writing Update

Administrative Team Meeting
Monday, March 16, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence



Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Fwd: 6th ANNUAL PROJECT BASED LEARNING CONFERENCE 6.0 - TUESDAY OCTOBER 27, 2015

1 message

Kathleen Bodie <kbodie@arlington.k12.ma.us>

Tue, Sep 15, 2015 at 5:41 AM

To: Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Hi Karen,

Could you put this flyer in the evidence file for the district goal on project learning. AHS students presenting at it.

Thanks,
Kathy

----- Forwarded message -----

From: Denise Whittier <dmwhittier@gmail.com>

Date: Mon, Sep 14, 2015 at 7:04 AM

Subject: 6th ANNUAL PROJECT BASED LEARNING CONFERENCE 6.0 - TUESDAY OCTOBER 27, 2015

To: Dymna Thomas <dymnathomas@abingtonps.org>, mberkowitz@accept.org,
mcarter@acushnet.k12.ma.us, wsapelli@agawampublicschools.org, aleclair@agawampublicschools.org,
nduclos@aps1.net, aphelan@aps1.net, kbodie@arlington.k12.ma.us, Laura Chesson
<lchesson@arlington.k12.ma.us>, James Adams <jadams@ashland.k12.ma.us>

Dear Superintendent,

Now in our 6th year, the Project-Based Learning Conference 6.0 will be held at Regis College, just west of Boston in Weston, MA, on October 27th.

This one-day, hands-on conference will feature experienced educators and their students. They will present their PBL experiences, and then work with participants to create PBL ideas in focus groups for elementary, middle and high schools.

THIS YEAR WE WILL FOCUS ON P-BL AND MCAS: HOW TO ENGAGE STUDENTS IN PROJECT-BASED LEARNING WHILE STILL RESPECTING THE DEMANDS OF MCAS.

We hope to make it easier for teachers to boost P-BL into the mainstream of classroom delivery in New England. Participants will work collaboratively, and with our experts, to develop PBL concepts that align with their curriculum goals.

Our keynote speaker this year will be Sam Seidel, author, educator, and researcher, speaking on ***Keeping It Real: Authenticity in Project Based Learning***.

WHO SHOULD COME? TEACHERS, PRINCIPALS, DISTRICT ADMINISTRATORS. EDUCATORS CURIOUS ABOUT P-BL, AND THOSE ALREADY STARTED WHO WANT TO IMPROVE THEIR PRACTICE

By special arrangement Bridgewater State University will be offering a one credit course *An Introduction to PBL*, starting the afternoon of the conference, for only \$125.

Please share this email with your building administrators and teachers. We hope you will send a strong delegation to learn the promise and the practical aspects of this important classroom delivery.

Frank Locker PhD

Frank Locker Educational Planning

617.412.7444

fl@franklocker.com

Conference Contact:

Denise Whittier, Project Coordinator

Frank Locker Educational Planning

603-866-0974 (p)

603-343-5876 (f)

dw@franklocker.com

www.franklocker.com

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Kathleen Bodie, Ed.D.
Superintendent of Schools
kbodie@arlington.k12.ma.us
781-316-3501

When writing or responding, please be aware that the Massachusetts Secretary of State has determined that most e-mail is a public record and, therefore, may not be kept confidential.

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Meetings/Evaluations			
Matt Janger	August 5 and September 1		
Mark McAneny	30-Jul		
Stephanie Zerchykov	18-Aug		
Thad Dingman	July 9 and August 4		
Kristin DeFrancisco	July 9 and August 3		
Tim Ruggere	July 7 and August 12		
Karen Hartley	29-Jul		
Michael Hanna	11-Aug		
Karen Donato	August 3 and August 20		
Rob Spiegel	July 13 and August 19		
Laura Chesson	July 30 and August 6		
Julia McLaughlin	17-Aug		
Sue Franchi	18-Aug		

October, 2015

To: School Committee

From: Kathleen Bodie

Re: Analytic Tools Provided to Teachers and Administrators

Attached is an overview of the Edwin Analytic tool that was shared with teachers and administrators last fall, which was the tool widely used during 2014-2015 to analyze MCAS data. Math and literacy coaches, as well as Department Chairs, coached teachers on the use of the tool. Administrators were provided with group, as well as individual training to use the tool.

IN THIS EDITION:

- Welcome Back!
- New Functionality
- Model Curriculum Units Update
- Standards Updates (CVTE and DSTE)
- Competency Tracking Features
- Digital Content Searches
- AIR evaluation
- Technology Updates
- Upcoming Conferences
 - Fall Summit
 - MassCUE
 - November Workshops
- Upcoming webinars



WELCOME BACK!

We would like to welcome everyone back with this Edwin Teaching & Learning Newsletter as School Year 2014-15 gets under way and bring you up to date regarding many developments that took place over the Summer along with several upcoming statewide and online events where we hope to meet with you and share and learn together.

As you know the state is once again covering the cost of the subscription for districts that have indicated they would like to use the system. This year we are also starting to receive aggregated usage reports to gauge how much the system is being used around the state. As you can imagine, in order for the subscription costs to remain low and the for the state to be able to justify covering this cost it will be important to demonstrate that educators are using and benefiting from the system and the state assets it contains. Given that many of you were not away from ET&L over the summer please read on to learn more about all the new functionality that has been made available and other new developments planned for the coming months.

NEW FUNCTIONALITY

We are currently using v1.6 of Edwin Teaching & Learning. You can find a comprehensive list of features that are now available in the system by clicking on the document titled **Edwin Teaching and Learning Functionality Releases May – October 2014** on the DESE website: <http://www.doe.mass.edu/edwin/>. There are more features to be activated that are currently in development.

The following is a brief sample of new functionality that has been introduced:

Instruction Notes – (not a complete list) :

- A new review process is available for instructional materials/resources that enable users to rate and review the quality of lesson plans, unit plans, curriculum maps, state model curriculum, and resources.
- Users can search PBS Learning Media and the Learning Registry for instructional materials and resources .
- CVTE Competency worksheets have been custom developed and can be used to track performance against standards as well as credentials. Worksheets can be created by CVTE teachers under the Classes menu option.
- Assessments can be associated to Instructional material from the Association Tool bar. This new feature allows assessments available to the user to be associated to Lesson plans, Unit plans, and Curriculum maps

Assessment Notes – (not a complete list):

- Administrators and Teachers can set time limits for online assessments for all students, individual classes, or selected students within a class.
- Performance and Observational assessments can be created for District and Classroom use. This allows for a teacher to make comments while observing a student performing a task. Students are able to upload documents for tasks they have performed.
- Users can view and print the distribution of items based on taxonomy levels within a specified item bank.
- Students can see their scores after taking an assessment online.

General Notes:

The Thinkgate Platform is now compatible with the following browsers:

- Internet Explorer – versions 9, 10, and 11
- Chrome – latest version (37)
- Firefox – latest version (32)
- Safari – latest version (7)

The Thinkgate Platform is now compatible with the following operating systems:

- IOS – versions 4, 5, and 6
- Mac OS – versions 10.6, 10.7, and 10.8
- Windows – versions 7 and 8
- Google Chromebook OS – version 35 or later

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MODEL CURRICULUM UNITS UPDATE

As part of a Race to the Top Grant, the Massachusetts Department of Elementary and Secondary Education (ESE) has developed over 100 Model Curriculum Units (MCUs.) These units are intended to help educators with implementation of the Massachusetts Curriculum Frameworks. Now, over 90 of these units are available in their digital form within the Edwin Teaching and Learning platform. Apply, copy, or edit full units, individual lessons, digital resources, or even Curriculum Embedded Performance Assessments to fit your needs. See the table below for the distribution of available units as of the beginning of October 2014:

Model Curriculum Units**											
	PK	K	1	2	3	4	5	6	7	8	9-12
ELA		5	5	8	9	3	2	1	1	1	7
ELA/HSS		1	1	1							
ELA/STE	1			1							
Math	1	2	2	2	1	2	2	2	1	1	4
HSS			2	2	2	2	3	1			8
Science	1	1	1		2						
CVTE											1
Grand Total	5	9	11	14	14	7	7	4	2	2	20

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STANDARDS UPDATES (CVTE AND DSTE)

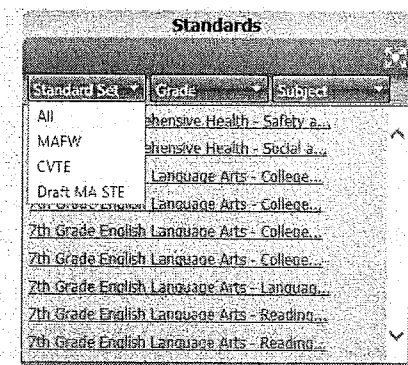
DSTE: Draft, Science Technology and Engineering

The review of the Massachusetts Science and Technology/Engineering (STE) Curriculum Framework started in spring, 2009, and is now anticipated to be completed SY 2015-16.

At the October, 2013, ESE Board meeting the Department laid out the timeline for moving forward with revised Science and Technology/Engineering standards. The draft revised standards are available for use in the Edwin Teaching and Learning platform. The public adoption process will not take place until the 2015-16 school year. Districts have the opportunity to do planning and curriculum work with the draft revised standards prior to formal adoption and implementation. It is important to note that the current Science standards remain in effect and MCAS remains aligned to the current Science standards. Each district will make its own decision about whether and/or how to use the draft revised standards until formal adoption. Please note: The released MCAS items available in ET&L are aligned to the current Science standards, while the Model Curriculum Units are being aligned to the draft Massachusetts Science Technology/Engineering standards.

CVTE: Career Vocational Technical Education

All Strands for all 44 CVTE programs have been revised and updated. These standards are available in the Edwin Teaching and Learning platform alongside the Massachusetts Curriculum Frameworks and the Draft Science, Technology and Engineering Standards. Districts have the opportunity to do planning and curriculum work with all three sets of standards in one location.



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COMPETENCY TRACKING FEATURES

Competency worksheets are now available for Career Vocational Technical Teachers in Edwin Teaching and Learning from a teacher's "Classes" menu.

The screenshot shows the Edwin Teaching and Learning interface. On the left, the 'Classes' menu is open, displaying a list of classes including 'P2 3rd Mathematics D' and 'P2 3rd Mathematics D'. A large white arrow points to the 'Worksheet' tab. The main area displays a competency worksheet for 'Food Safety and Sanitation'. The worksheet has a table with columns for Competency Name, Competency Text, No Attempt, Beginning /Novice, Developing /Emerging, Accomplished /Proficient, Exemplary /Master, Comments, and History. The table lists several competencies related to health and safety regulations.

DIGITAL CONTENT SEARCHES

Several different types of Resources may be added through the Resources tile and are generally attachments or web links. Aside from adding your own content or sharing with other teachers in your district, you have two different searches available from within the Edwin Teaching and Learning tool. You can search for PBS Learning Media content. *** PBS Learning Media content includes: videos, audios, essays and lesson plans, interactives, documents, and images. See the table below for the distribution of content.

PBS Learning Media Content***

	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	13+
ELA	322	1906	2117	1977	2082	453	483	1096	1258	1278	1388	1353	1332	1328	299
Math	99	298	305	317	780	944	1005	1130	639	609	379	326	318	317	269
Social Studies	46	437	466	492	21,033	21,122	21,470	27,470	27,986	28,192	29,602	29,489	29,494	29,480	1,325
Science	396	725	1396	1242	1601	2077	2352	5799	5710	5802	5903	5895	5978	5869	1247
The Arts	30	271	285	294	31,851	31,985	32,456	33,078	33,037	33,053	33,255	33,258	33,187	33,187	828
Health/PE	172	234	197	242	262	260	204	339	369	378	447	434	433	434	69
World Languages	3	184	184	184	175	20	20	24	24	22	163	166	165	164	153

Users can also search for instructional materials in the Learning Registry by using the expand search on the Resources tile. Materials from the Learning Registry can be saved to the Resources tile under "My Docs" and used to assist with classroom instruction.

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AIR EVALUATION

The American Institutes for Research (AIR) is conducting an independent evaluation of Edwin Teaching and Learning and Edwin Analytics. They are seeking to learn what works well and what could be improved about the two Edwin systems. AIR is collecting information through interviews, surveys, and focus groups. All data collected by AIR are confidential and will not be used to evaluate educators, schools, or districts. Please contact the Project Manager at AIR, Erin Haynes (ehaynes@air.org), for more information, or if you would like to participate in the evaluation.

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TECHNOLOGY UPDATES

All districts where SIF (Schools Interoperability Framework) was implemented should have their data flowing in a near real time fashion from their SIS (Student Information System) to the state and to Edwin Teaching & Learning. The districts that were using the system last year were also rolled over to SY14-15. If districts find data issues in ET&L they should report them to:

1. their district data person who can then work with the district SIS vendor and Thinkgate Support (support@thinkgate.com) for resolution
2. if issues are not resolved in a timely manner they can be escalated to the Edwin T&L Inbox (EdwinT&L@doe.mass.edu)

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Single Sign-On (SSO)

The State is also working on enabling Single Sign-On (SSO) capability which will make it possible for educators to access Edwin Teaching & Learning, Edwin Analytics and PBS Learning Media by logging in to their district SIS and being able to navigate to these state offerings without needing additional logins. We will be talking more about this at the statewide Roadshows in November where we will be able to show you how this functionality works.

Student Information System(SIS)

There is now a state SIS for districts who may want to explore that option. If you are attending MassCUE 10/22 – 10/23, please visit the LearnLaunch demo room for a hands-on trial of the School Brains student information system.

SchoolBrains is a truly integrated solution available as a package or by module that may be completely customized to fit the unique requirements of every district. SchoolBrains empowers educators to make instant, data-driven decisions that impact student performance by providing a collaborative environment for parents, teachers, students, and administrators to work together in preparing 21st century learners.

For more information, email William Holscher wholscher@doe.mass.edu.

The Statewide SIS SaaS Difference:

MA Hosted Core Subscription	Year 1	Year 2	Year 3	Average Price
Up to 15,000 students	\$11.00	\$11.00	\$11.00	\$11.00
15,001 to 50,000 students	\$10.60	\$10.60	\$10.60	\$10.60
50,001 to 100,000 students	\$9.00	\$9.00	\$9.00	\$9.00
100,001 to 250,000 students	\$7.00	\$7.00	\$7.00	\$7.00
250,001 to 500,000 students	\$6.00	\$6.00	\$6.00	\$6.00
500,001 to 750,000 students	\$5.00	\$5.00	\$5.00	\$5.00
Over 750,000	\$5.00	\$5.00	\$5.00	\$5.00

Price Per Student (PPS)

- ✓ Save Money under Statewide Contract
- ✓ Annual Price Per Student Declines as additional districts onboard
- ✓ Price includes – Hosting, Training, Data Migration, Configuration and Set-up
- ✓ Integrated solution reduces district plug-in costs
- ✓ Reduced district operational and support costs

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UPCOMING CONFERENCES

Fall Summit

Come and hear different Massachusetts districts share their personal success stories using ET&L, October 2014.

MassCUE

Wednesday and Thursday, October 22nd and 23rd, 2014 at Gillette Stadium.

November Workshops

Join us for an Edwin Workshop!

The Department is hosting a one day workshop to showcase Edwin that will be offered six times at three locations around the state in November. Following feedback from last year's event, this revised workshop format will provide participants with multiple break-out sessions where they can get an overview of the entire Edwin platform (both Analytics and Teaching and Learning), share best practices and learn about additional developments. Participants will leave with a solid understanding of the entire Edwin system, a view of enhancements to the system, and tips on next steps for how to implement Edwin in your district.

See the online registration page for more agenda details: <https://www.surveymonkey.com/s/3MKQFCD> . The ESE will follow-up with additional logistical information.

When and where will the workshop be offered?

All sessions will take place from 9:00AM-2:45PM:

- * Monday, November 3, 2014 - Holiday Inn Taunton (Taunton, MA)
- * Tuesday, November 4, 2014 - Worcester DCU Center (Worcester, MA)
- * Monday, November 10, 2014 - Doubletree Hotel (Danvers, MA)
- * Wednesday, November 12, 2014 - Worcester DCU Center (Worcester, MA)
- * Tuesday, November 18, 2014 - Holiday Inn Taunton (Taunton, MA)
- * Thursday, November 20, 2014 - Doubletree Hotel (Danvers, MA)

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UPCOMING EDWIN TEACHING AND LEARNING WEBINARS

Thinkgate is hosting a series of training webinars to help you better utilize the Edwin Teaching & Learning system.

Webinar topics include:

- Accessing Edwin Teaching & Learning
- Entering External Assessments
- Assessment Creation: What is 'Make It Quick'?
- Assessment Creation: What is 'Create My Own'?
- Assessment Results for Administrators
- Assessment Results for Teachers
- Assessment Administration - Paper/Pencil
- Assessment Administration - Online
- Images and Addendums
- Performance and Observational Assessments
- Edwin Teaching & Learning Instruction - Accessing all of your Instructional Materials (curriculum maps, unit/lesson plans, digital resources, state MCUs)

[Click here](#) to view dates and times for each session and register.

[^top](#)

Contact Us:

Edwint&l@doe.mass.edu

Monday	Tuesday	Wednesday	Thursday	Friday
		9/3 Bishop	9/4 Brackett	9/5 Dallin
9/8 Hardy	9/9 Peirce	9/10 Stratton	9/11 Thompson	9/12 Bishop
9/15 Brackett RTI	9/16 Dallin	9/17 Hardy	9/18 Peirce RTI	9/19 Stratton
9/22 Thompson RTI	9/23 Bishop RTI	9/24 Bishop RTI	9/25 No School	9/26 Brackett Math
9/29 Dallin RTI	9/30 Hardy RTI	10/1 Peirce Math	10/2 Stratton Math	10/3 Thompson Math
10/6 Thompson Reading	10/7 Bishop Math	10/8 Bishop Math	10/9 Brackett Reading	10/10 Dallin Math
10/13 No School	10/14 Hardy Math	10/15 Peirce Reading	10/16 Stratton Reading	10/17 Thompson Writing
10/20 Bishop Reading	10/21 Brackett Writing	10/22 Dallin Reading	10/23 Brackett Writing	10/24 Hardy Reading
10/27 Thompson RTI	10/28 Stratton Writing	10/29 Peirce Writing	10/30 Bishop Writing	10/31 Brackett RTI

Monday	Tuesday	Wednesday	Thursday	Friday
11/3 Bishop	11/4 Hardy Bonus	11/5 Peirce	11/6 Dallin	11/7 Brackett
11/10 Thompson	Veterans' Day	11/12 Bishop Bonus	11/13 Stratton	11/14 Hardy
11/17 Bishop	11/18 Early Release	11/19 Peirce	11/20 Dallin	11/21 Brackett
11/24 Thompson	11/25 Dallin Bonus	11/26 Early Release	11/27 No School	11/28 No School-
12/1 Bishop	12/2 Thompson Bonus	12/3 Hardy	12/4 Stratton	12/5 Peirce
12/8 Thompson	12/9 Peirce - early release	12/10 Stratton Bonus	12/11 Dallin	12/12 Brackett
12/15 Bishop	12/16 Peirce Bonus	12/17 Hardy - Early Release	12/18 Stratton	12/19 Hardy
12/22 Thompson	12/23 Brackett Bonus	12/24 No School	12/25 No School	12/26 No School

Monday	Tuesday	Wednesday	Thursday	Friday
1/5 Thompson	1/6 Hardy Bonus	1/7 Peirce	1/8 Dallin	1/9 Hardy
1/12 Bishop	1/13 Thompson	1/14 Peirce Bonus	1/15 Stratton	1/16 Brackett
1/19 NO SCHOOL	1/20 Bishop	1/21 Peirce	1/22 Dallin	1/23 Hardy
1/26 Bishop	1/27 Early Release-Hardy	1/28 Thompson Bonus	1/29 Stratton	1/30 Brackett
2/2 Thompson	2/3 Brackett	2/4 Peirce	2/5 Dallin	2/6 Hardy Data Service Review
2/9 Bishop	2/10 Thompson	2/11 Dallin Bonus	2/12 Stratton	2/13 Brackett
2/23 Thompson	2/24 Stratton	2/25 Peirce	2/26 Dallin	2/27 Hardy

Monday	Tuesday	Wednesday	Thursday	Friday
3/2 Bishop	3/3 Thompson BONUS	3/4 Hardy	3/5 Stratton	3/6 Brackett
3/9 Thompson	3/10 Stratton Bonus	3/11 Peirce	3/12 Dallin	3/13 Hardy
3/16 Bishop	3/17 Hardy BONUS	3/18 Peirce BONUS	3/19 Stratton	3/20 Brackett
3/23 Thompson	3/24 Brackett BONUS	3/25 Peirce	3/26 Dallin	3/27 Hardy
3/30 Bishop	3/31 Dallin BONUS	4/1 Brackett	4/2 Stratton	4/3 NO SCHOOL
4/6 Thompson	4/7 Bishop BONUS	4/8 Peirce	4/9 Dallin	4/10 Brackett
4/14 Bishop	4/14 Early Release Dallin	4/15 One sub to Thompson One sub to Stratton	4/16 Stratton	4/17 Hardy
4/27 Thompson	4/28 Early Release Hardy	4/29 Peirce	4/30 Dallin	

Monday	Tuesday	Wednesday	Thursday	Friday
				5/1 Brackett
5/4 Bishop	5/5 Thompson	5/6 Stratton BONUS	5/7 Stratton	5/8 Hardy
5/11 Thompson	5/12 Hardy	5/13 Peirce	5/14 Dallin	5/15 Brackett
5/18 Thompson	5/19 Early Release Peirce	5/20 Hardy BONUS	5/21 Stratton	5/22 Hardy
5/25 NO SCHOOL	5/26 Bishop BONUS	5/27 Peirce	5/28 Dallin	5/29 Brackett
6/1 Thompson	6/2 Brackett Bonus	6/3 Peirce Bonus	6/4 Stratton	6/5 Hardy
6/8 Thompson	6/9 Bishop BONUS	6/10 Peirce	6/11 Dallin	6/12 Brackett
6/15 Dallin BONUS	6/16 Thompson	6/17 Peirce	6/18 Stratton	*6/19 Hardy
*6/22 Bishop	*6/23 Stratton BONUS	*6/24 Peirce	*6/25 Dallin	



Town of Arlington, Massachusetts

Standard II: Management & Operations

Summary:

- A. Environment Indicator
 - 1. Plans, Procedures, and Routines
 - 2. Operational Systems
 - 3. Student Safety, Health, and Social and Emotional Needs
- B. Human Resources Management & Development Indicator
 - 1. Recruitment & Hiring Strategies
 - 2. Induction, Professional Development, and Career Growth Strategies
- C. Scheduling & Management Information Systems Indicator
 - 1. Time for Teaching and Learning
 - 2. Time for Collaboration
- D. Law, Ethics & Policies Indicator
 - 1. Laws and Policies
 - 2. Ethical Behavior
- E. Fiscal Systems Indicator
 - 1. Fiscal Systems

ATTACHMENTS:

Type	Description
▣ Reference Material	Executive Summary APS Population & Enrollment Forecasts May 2015
▣ Reference Material	ALICE Spring 2015 A, 1, 2, 3

Executive Summary – Arlington Public Schools Population and Enrollment Forecasts - May 2015

McKibben Demographic Research

1. The total fertility rate for the Arlington Public Schools district over the life of the forecasts is below replacement level. (1.92 vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 30-to-44 year old age groups.
3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the service area's out migration flow.
4. The primary factor causing the district's enrollment to increase is the steady level of in-migration of young households/families and an increase in the number of households over age 70 that are out-migrating
5. Changes in year-to-year enrollment (at least for the next 5 years) will primarily be due to larger cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
6. The elementary enrollment will begin a slight decline after 2020.
7. The median age of the population will increase from 41.8 in 2010 to 43.0 in 2025.
8. The primary cause in the rise of the high school enrollment after 2017 is due to the wave of relatively large grade cohort currently in the elementary and middle school grades.

9. Even if the district continues to have a modest level of annual new home construction, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
10. Total district enrollment is forecasted to increase by 728 students, or 14.0%, between 2014-15 and 2019-20. Total enrollment will grow by 162 students, or 2.7%, from 2019-20 to 2024-25.

Chart 1: Permitted Housing Units, Town of Arlington, 2000-2014

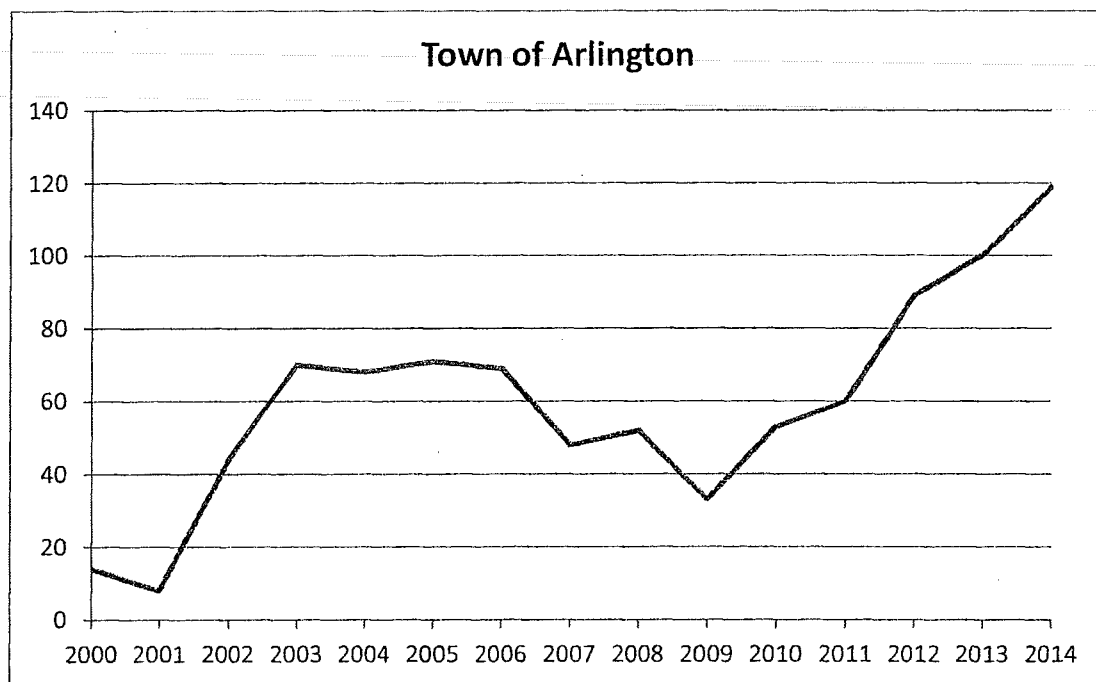


Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

	2010	2015	2010-2015 Change	2020	2015-2020 Change	2010-2020 Change
Bishop	6,728	6,760	0.5%	6,790	0.4%	0.9%
Brackett	5,915	5,990	1.3%	6,050	1.0%	2.3%
Dallin	5,391	5,460	1.3%	5,610	2.7%	4.1%
Hardy	7,031	7,310	3.8%	7,540	3.1%	7.2%
Peirce	4,448	4,550	2.2%	4,640	2.0%	4.3%
Stratton	5,371	5,500	2.3%	5,590	1.6%	4.1%
Thompson	7,960	8,300	4.1%	8,610	3.7%	8.2%
Arlington Total	42,844	43,870	2.3%	44,830	2.2%	4.6%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Bishop	793	26.3%	3017	6662	2.21
Brackett	846	36.2%	2339	5857	2.50
Dallin	745	36.1%	2061	5272	2.56
Hardy	774	23.4%	3313	7006	2.11
Peirce	537	25.0%	2150	4444	2.07
Stratton	656	28.1%	2337	5371	2.30
Thompson	918	24.5%	3752	7942	2.12
Arlington Total	5268	27.8%	18969	42553	2.24

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35- 54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Bishop	36.2%	32.5%	63.1%
Brackett	45.6%	23.5%	78.2%
Dallin	45.6%	24.7%	84.6%
Hardy	41.1%	20.2%	46.2%
Peirce	41.0%	26.6%	61.7%
Stratton	41.7%	24.6%	71.7%
Thompson	42.4%	19.6%	42.9%
Arlington Total	41.7%	24.2%	61.3%

**Table 4: Percentage of Households that are Single Person Households and
Single Person Households that are Over Age 65 by Elementary Area, 2010 Census**

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Bishop	37.8%	17.9%
Brackett	24.0%	9.0%
Dallin	23.7%	9.9%
Hardy	36.0%	10.8%
Peirce	41.7%	16.3%
Stratton	33.1%	10.1%
Thompson	37.6%	10.7%
Arlington Total	34.1%	12.1%

Table 5: Age Under One to Age Ten Population Counts, by Year of Age, by

Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Bishop	79	76	68	84	86	68	79	82	89	70	85
Brackett	84	83	80	95	85	93	96	85	86	83	81
Dallin	79	68	72	75	81	91	70	72	69	80	67
Hardy	115	108	82	97	84	75	72	68	77	56	57
Peirce	57	62	74	55	51	54	55	46	39	49	49
Stratton	69	59	57	65	63	70	72	57	61	75	63
Thompson	143	103	105	98	102	89	79	63	90	76	57
Arlington	626	559	538	568	552	539	524	472	511	489	459

Arlington Public Schools - Methodology and Assumptions

McKibben Demographic Research - May 2015

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind is an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant

for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Arlington Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Arlington Public Schools provided enrollments by grade and attendance center for the school years 2010-2011 to 2014-15. Birth and death data for the years 2000 through 2012 were obtained from the Massachusetts Department of Health and Human Services. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2011. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 600 of the over 19,000 current households in the district would have been included. For comparison 2,800 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Arlington Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2024. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The total fertility rate (TFR), the average number of births a woman will have in her lifetime, is estimated to be 1.92 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be

insufficient to maintain the current level of population and enrollment within the Arlington Public Schools over the course of the forecast period.

A close examination of data for the Arlington Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Arlington Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the local in-migration occurs in the 0-to-9 and 30-44 age groups (bulk of which is from areas within 75 miles of the Arlington Public Schools) primarily consisting of younger adults and their children.

As the Middlesex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Arlington Public Schools and its attendance areas will remain the same through the year 2024. Below is a list of assumptions and issues that are specific to the Arlington Public Schools. These issues have been used to modify the population forecast models to more accurately predict the

impact of these factors on each area's population change. Specifically, the forecasts for the Arlington Public Schools assume that throughout the study period:

- a. There will be no short term economic recovery in the next 18 months and the national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached an historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2005-2007 average of Middlesex County for any year in the forecasts;
- f. All currently planned, platted, and approved housing developments are built out and completed by 2023. All housing units constructed are occupied by 2024;
- g. The unemployment rates for the Metropolitan Boston will remain below 6.0% for the 10 years of the forecasts;
- h. The rate of students transferring into and out of the Arlington Public Schools will remain at the 2010-11 to 2014-15 average;
- i. The district's current policy on assigning schools to children living in the "buffer zones" remains the constant for the life of the forecasts;

- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- k. There will be no building moratorium within the district;
- l. Businesses within the district and the Arlington Public Schools area will remain viable;
- m. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- n. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
- o. Private school and home school attendance rates will remain constant;
- p. The recent decline in new home construction has ended and building rates have stabilized;
- q. The rate of foreclosures for commercial property remains at the 2004-2008 average for Middlesex County;

If a major employer in the district or in the Greater Boston Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid

and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Arlington Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births,

deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts.

These five data sets are:

- a. a base-year population (here, the 2010 Census population for Arlington Public Schools and its attendance areas);
- b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- c. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- d. a set of age-specific migration rates for the district and its attendance areas; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Arlington Public Schools is classified as a "small area" populations (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Arlington Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Arlington Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17 year old cohorts to each of the attendance centers in Arlington Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm 2.0\%$ for the life of the forecasts.

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A.L.i.C.E
Spring 2015

April 6, 2015	Parent informational night at AHS Lowe Auditorium. 7:00pm Guest Speakers: Michele Gay Safe and Sound Schools and Lt. Scott Sencabaugh
May 5, 2015	OMS Staff Training
May 6, 2015	AHS Staff Training
May 6, 2015	6:30pm OMS Parent training/drill experience
May 11, 2015	6:30pm AHS Parent training/drill experience
May 12, 2015	Bishop Staff Training
May 19, 2015	8am OMS Student Training Assembly
May 20, 2015	7pm Bishop Parent training/drill experience
May 22, 2015	AHS Student Training Assembly
May 27, 2015	9am Bishop Student Classroom presentations Changed to June 11
*added June 2	2nd Bishop staff meeting to discuss student presentations and drill.
June 11, 2015	Bishop Student Classroom presentations (all day by grade level)
June 12, 2015	AHS 9am meet with Admin and First Responders in guidance conf. room. 9:30am Drill/Debrief
	OMS 12:45pm meet with Admin and First Responders 1:15pm OMS Drill/Debrief
June 17, 2015	Bishop 9am Meet with Admin, First Responders and all Elem. Principals 9:30am Bishop Drill 10:30am Debrief and meet with Admin/First Responders/Principals 10:45am Meet with All Elementary Principals



Town of Arlington, Massachusetts

Standard III: Family and Community Engagement

Summary:

- A. Engagement Indicator
 - 1. Family Engagement
 - 2. Community and Business Engagement
- B. Sharing Responsibility Indicator
 - 1. Student Support
 - 2. Family Collaboration
- C. Communication Indicator
 - 1. Two-Way Communication
 - 2. Culturally Proficient Communication
- D. Family Concerns Indicator
 - 1. Family Concerns

ATTACHMENTS:

Type	Description
<input type="checkbox"/> Reference Material	ACMI LETTER STANDARD 111
<input type="checkbox"/> Reference Material	Dates Kathy attended Town Meeting 2015
<input type="checkbox"/> Reference Material	Superintendent's Newsletter link
<input type="checkbox"/> Reference Material	Capital Planning calendar 2014-2015
<input type="checkbox"/> Reference Material	ALICE Spring 2015 3 A-2, B2, C1, D1
<input type="checkbox"/> Reference Material	Design of Website A C
<input type="checkbox"/> Reference Material	Website info appendix A
<input type="checkbox"/> Reference Material	Website appendix A B
<input type="checkbox"/> Reference Material	Website changes
<input type="checkbox"/> Reference Material	Central Registration Report 4 29 2015

ARLINGTON PUBLIC SCHOOLS



Office of the Superintendent
Arlington High School
P. O. Box 167
869 Massachusetts Avenue
Arlington, MA 02476-0002

Telephone
(781) 316-3500
Fax
(781) 316-3509

March 2, 2015

Dear Cable Advisory Committee,

I enthusiastically write in support of the extension of the town's contract with Arlington Community Media, Inc. (ACMi). In the last ten years, ACMi has proven to be a strong supporter of the Arlington Public Schools in multiple ways. ACMi has provided training and support for our middle and high school students in learning the art of video/TV programming. Many of our students have become "media professionals". With ready access to professional studios, equipment and training, Arlington middle and high school students have been providing their classmates and their community with award winning TV programming. The School Department is grateful to the individuals at ACMi who help engage and motivate our students to share their writing, production and delivery talents. For many students their experience with ACMi has shaped their vision for a future career in TV programming.

During the 2013 summer, the ACMi Youth Coordinator worked with Ottoson volunteers to transform the Librarian's office into a green-screen studio. With the addition of a camera and computer, Ottoson students were able to film and edit onsite. This studio has proven to be a tremendous opportunity for students who want to be involved in producing programming on an ongoing basis or want to exercise their creativity as they complete school projects. The new studio made it possible to produce ongoing news shows. The Ottoson News Network (ONN) team creates programming that is scheduled on ACMi. Since the middle school has a closed circuit cable system, shows created by the ONN are broadcast on the new LCD in the main entrance as well.

The ACMi team created Studio B directly across from AHS. It is here where Focus Media, the AHS student production company, produce their shows such as "Wicked Green", "Up to Speed", and weekly news programs. The new location makes it easier for any and all interested students to take workshops and turn their ideas into TV shows. Student programming ideas are actively encouraged and supported. Any student with an idea is encouraged to speak with an ACMi staff person at the Mass. Ave studio. Since producing a TV show involves cooperation and collaboration with many other people, as well as interviewing techniques and project management, students learn skills that are transferrable to any career or endeavor they choose to pursue after graduation.

In addition to their support of students, ACMi has provided the community with programs about our schools, including a series hosted by a School Committee member and narrated by principals that provided tours of our school buildings. One season, ACMi featured a series called "From the Superintendent's Corner". Some of the topics highlighted were the survival course at the high school that provides students with wilderness survival skills in preparation for a four-day solo camping experience, Model Congress, the World Language Program featuring a trip to France, and the engineering and robotics programs at the high school.

ACMi is a jewel that needs to be preserved for the benefit of our students and the entire Arlington community. I urge you to extend ACMi's contract.

Sincerely,

A handwritten signature in blue ink that reads "Kathleen Bodie".

Kathleen Bodie, Ed.D.
Superintendent of Schools

<http://www.arlingtonma.gov/town-governance/town-meeting/town-meeting-calandar/-curm-4/-cury-2015>

<http://www.arlington.k12.ma.us/administration/newsletters/>

<http://www.arlingtonma.gov/town-governance/all-boards-and-committees/capital-planning-committee/committee-calendar/>

A.L.i.C.E
Spring 2015

April 6, 2015	Parent informational night at AHS Lowe Auditorium. 7:00pm Guest Speakers: Michele Gay Safe and Sound Schools and Lt. Scott Sencabaugh
May 5, 2015	OMS Staff Training
May 6, 2015	AHS Staff Training
May 6, 2015	6:30pm OMS Parent training/drill experience
May 11, 2015	6:30pm AHS Parent training/drill experience
May 12, 2015	Bishop Staff Training
May 19, 2015	8am OMS Student Training Assembly
May 20, 2015	7pm Bishop Parent training/drill experience
May 22, 2015	AHS Student Training Assembly
May 27, 2015	9am Bishop Student Classroom presentations Changed to June 11
*added June 2	2nd Bishop staff meeting to discuss student presentations and drill.
June 11, 2015	Bishop Student Classroom presentations (all day by grade level)
June 12, 2015	AHS 9am meet with Admin and First Responders in guidance conf. room. 9:30am Drill/Debrief
	OMS 12:45pm meet with Admin and First Responders 1:15pm OMS Drill/Debrief
June 17, 2015	Bishop 9am Meet with Admin, First Responders and all Elem. Principals 9:30am Bishop Drill 10:30am Debrief and meet with Admin/First Responders/Principals 10:45am Meet with All Elementary Principals

Design.

These completely new designs have been built from the ground-up to make sure that they will look great on your screens, as well as all of your mobile devices. These will make sure you have the best looking website, no matter what devices you view it on. Call or email us today to get started on building your own responsive site, one of our great designs.

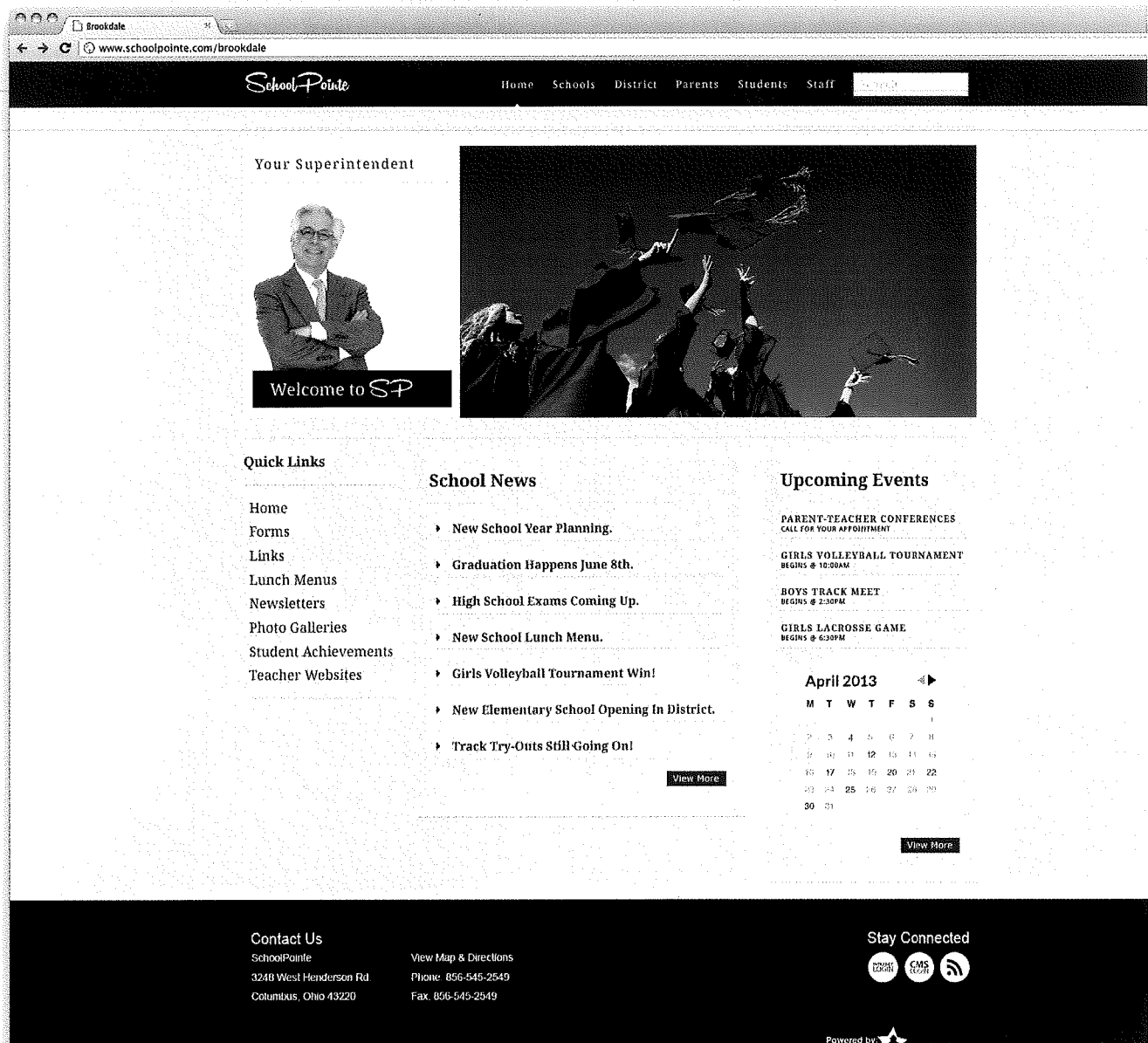
Pick a template ▾



Design.

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Pick a template ▼



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Pick a template ▼

The screenshot shows a web browser window displaying the SchoolPointe City Schools website. The browser's address bar shows 'www.schoolpointe.com/illusion'. The website has a dark header with a navigation menu: Home | Departments | Schools | Board of Education | Students | Directory. A 'TRANSLATOR' button and social media icons are also present. A search bar is on the right. The main banner features the SchoolPointe City Schools logo (a stylized star) and a large photo of students. Below the banner, the layout is divided into three columns. The left column contains 'quick LINKS' with links to About our District, Alumni, Athletics, Board of Education, E-Communications, Employment, Forms & Links, Photo Gallery, and Staff Directory. It also has buttons for STAFF RESOURCES, PARENT RESOURCES, and STUDENT RESOURCES. The middle column has a 'welcome to SCHOOLPOINTE CITY SCHOOLS!' message from a man, followed by a 'latest News' section with three articles about DSN Middle wins at tournaments, each with a photo and a date of February 10, 2013. The right column features 'upcoming EVENTS' with a list of DSN Pep Assembly in North Gym at 2:30 p.m. for November 5, 6, 8, and 8. Below this is a calendar for March 2013.

Home | Departments | Schools | Board of Education | Students | Directory TRANSLATOR Search

SchoolPointe
City Schools

quick LINKS

- About our District
- Alumni
- Athletics
- Board of Education
- E-Communications
- Employment
- Forms & Links
- Photo Gallery
- Staff Directory

STAFF RESOURCES

PARENT RESOURCES

STUDENT RESOURCES

welcome to SCHOOLPOINTE CITY SCHOOLS!
It is my pleasure to welcome you to the 2012-2013 school year! The SchoolPointe City School District is a comprehensive learning community that is devoted to meeting the needs of our students by providing academic programs... READ MORE >>

latest News

DSN Middle wins at tournaments
February 10, 2013
Maecenas sed libero nunc. Sed pulvinar, mauris iaculis varius semper, mauris arcu ultrices magna, sed auctor sapien diam et augue. Nulla eget consequat justo.

DSN Middle wins at tournaments
February 10, 2013
Maecenas sed libero nunc. Sed pulvinar, mauris iaculis varius semper, mauris arcu ultrices magna, sed auctor sapien diam et augue. Nulla eget consequat justo.

DSN Middle wins at tournaments
February 10, 2013
Maecenas sed libero nunc. Sed pulvinar, mauris iaculis varius semper, mauris arcu ultrices magna, sed auctor sapien diam et augue. Nulla eget consequat justo.

upcoming EVENTS

- 5 NOV** DSN Pep Assembly in North Gym 2:30 p.m.
- 6 NOV** DSN Pep Assembly in North Gym 2:30 p.m.
- 8 NOV** DSN Pep Assembly in North Gym 2:30 p.m.
- 8 NOV** DSN Pep Assembly in North Gym 2:30 p.m.

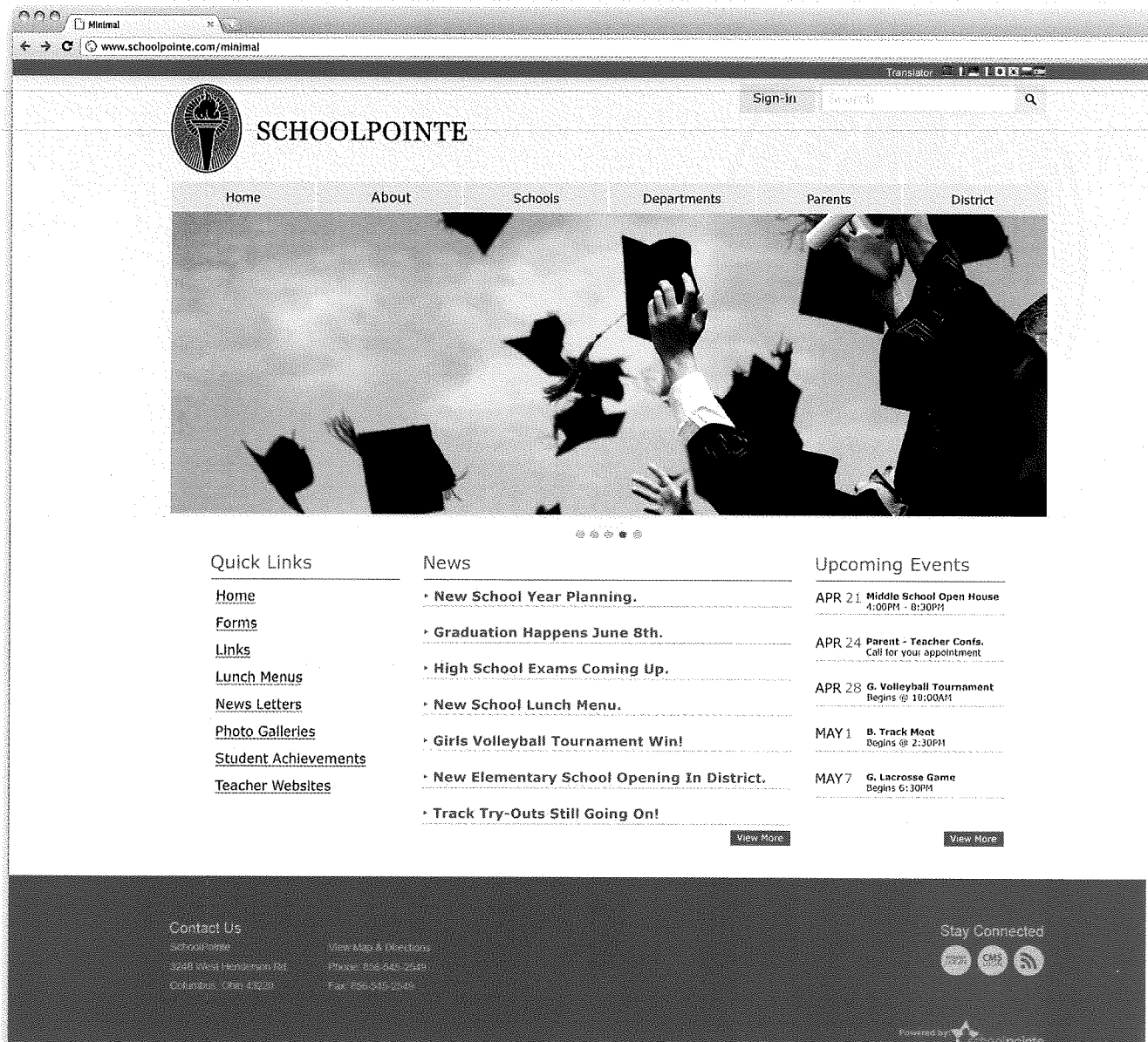
March 2013

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Design.

These completely new designs have been built from the ground-up to make sure that they will look great on your screens, as well as all of your mobile devices. These will make sure you have the best looking website, no matter what devices you view it on. Call or email us today to get started on building your own responsive site with one of our great designs.

Pick a template ▼



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Pick a template ▾

www.schoolpointe.com/new-hope

HOME | DISTRICT | SCHOOLS | DEPARTMENTS | STUDENTS | PARENTS | STAFF

Google Translate

Sign-in to OLC



SCHOOLPOINTE
INDEPENDENT SCHOOLS



QUICK LINKS

About our District

Alumni

Athletics

Board of Education

Employment

Forms & Links

Photo Gallery

Staff Directory

STAFF RESOURCES

PARENT RESOURCES

STUDENT RESOURCES

WELCOME

SchoolPointe Independent Schools

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed elit. Nulla sem risus, vestibulum in, volutpat eget, dapibus ac, lectus.

READ MORE >>



Joe Miller
Superintendent

SCHOOL NEWS

2011-2012 Planning Information

 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed elit. Nulla sem risus, vestibulum in, volutpat eget, dapibus ac, lectus.

2011-2012 Planning Information

 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed elit. Nulla sem risus, vestibulum in, volutpat eget, dapibus ac, lectus.

2011-2012 Planning Information

 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed elit. Nulla sem risus, vestibulum in, volutpat eget, dapibus ac, lectus.

2011-2012 Planning Information

 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed elit. Nulla sem risus, vestibulum in, volutpat eget, dapibus ac, lectus.

VIEW ALL NEWS >>

UPCOMING EVENTS

Monday, February 15

• Parent/Teacher Conferences

• Opening Day

Tuesday, February 16

• Coordinators Meeting

• Market Day

Wednesday, February 17

• Coordinators Meeting

• Market Day

view all events>>

OUR SCHOOLS







March 2013

M T W T F S S

1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

1 of 6

1/7/2015 10:27 AM

Arlington Public Schools

869 Massachusetts Avenue Arlington, Massachusetts 02476

Facilities Help Desk 

Technology Help Desk 



Arlington

NOTICES FORUM: The Secret Life of a Massachusetts Teen - Tue, March 25th, 7:00-8:30pm, Ottoson

[Home Page](#) : [Current Page](#)

Find on this site:

Arlington
Web Messaging 

LOG-IN: STAFF E-MAIL

LOG-IN: AESOP

**SCHOOL
REGISTRATION**

SCHOOL LOCATOR
CLICK HERE TO
LOOKUP YOUR ADDRESS

AHS FACILITIES INFORMATION

REDISTRICTING INFORMATION

SIGN-UP FOR PARENT NOTICES

NEW STAFF ACCOUNT REQUESTS

STAFF AUP ONLINE SUBMISSION



Watercolor
Kindergarten, Dallin
[View Larger Images](#)

LINKS OF INTEREST

- Bullying Prevention Plan
- Bus Schedules 2013-2014
- Elementary Handbook
- Employment Opportunities
- MCAS
- Mentor Handbook
- Redistricting Information
- SEPAC Brochure

NEWS

RSS

 Superintendent's Newsletter - January 2014

Submit school news to: schoolnews@arlington.k12.ma.us

EVENTS / MEETINGS / FORUMS

13 Updated 3/7/2014

- 2014-2015 KINDERGARTEN REGISTRATION DATES
- SEPAC Executive Function Workshop - March 10th
- Negotiations AAA Meeting - March 11th
- Stratton School Building Committee Meeting - Mar 11th
- Arlington Festival of Bands Concert - March 11th
- 2014-2015 Interested Host Family Informational Meeting
March 6th, 8:00pm, AHS, Rm 303, Fusco Building, Please RSVP.
March 11th, 8:00pm, Arlington Heights, Please RSVP.
- Negotiations AFSCME L680 Traffic - Mar 13 and April 10
- PUBLIC HEARING FY15 Budget Review - March 13th
A second public hearing on the FY 2015 School Budget will be held on Thursday, March 13th, 6:30pm in the School Committee Room.
- All-Town Orchestra Concert - March 13th
- AHS Community Scholarship - Apply Now
The application deadline is March 14th, 2:45pm.
- Policies and Procedures Subcommittee - March 18th
- PARENT FORUMS 2013 - 2014
The Secret Life of a Massachusetts Teen - 3/25, 7:00pm, Ottoson
Stop Smoking Through Hypnosis - 5/8, 7:00pm, Robbins Library
- AHS Spring College Fair - April 28th

ANNOUNCEMENTS

21 Updated 3/4/2014

- Arlington SummerFun 2014
Creative and Enriching learning adventures. For students entering grades 1-9.
- APS Announces Dallin Elementary School Principal
- FY15 Budget Calendar and Information
- 2014 Scholastic Art Awards Announcement
- Community Education Spring Term Registration
- 2013 Youth Risk Behavior Survey Results - Ottoson

District Information

- Administrative Staff
- AHS Facilities Information
- Budget Information
- Calendar 2013-2014
- Community Education
- Creating Safe Schools
- Departments
- District Goals 2013-2014
- Overarching Goals
- District Maps
- District Policies
- English Language Learners
- Food Services
- Health & Nursing Services
- Health & Wellness
- Human Resources
- Kindergarten Information
- Inclement Weather Policy
- MCAS
- METCO
- News | News Archives
- Payroll Department
- Redistricting Information
- School Committee
- School Registration
- School Report Cards
- Special Education
- Superintendent's Newsletter
- Teaching & Learning
- Technology Department
- Transportation

Schools

- Arlington High School
- Ottoson Middle School
- Menotomy Preschool
- Bishop Elementary
- Brackett Elementary
- Dallin Elementary
- Hardy Elementary
- Peirce Elementary
- Stratton Elementary
- Thompson Elementary
- Minuteman Regional HS

Parents

- Arlington Education Fdn
- Bullying Incident Report
- Bus Schedules 2013-2014
- Elementary Handbook
- Food Services
- Life Threatening Allergies
- Parent Forms/Handbooks
- Parent Forums 2013-2014
- Parent Notices Sign-Up
- Parent-Teacher Conference
- Special Education Parent Advisory Council
- SEPAC Brochure

Staff

- APS Childcare Program
- Bullying Incident Report
- Health/Dental Benefits
- New Staff Accounts
- Payroll Forms
- PowerSchool Help
- Professional Development
- Staff Forms
- Teaching & Learning
- Technology Help Desk

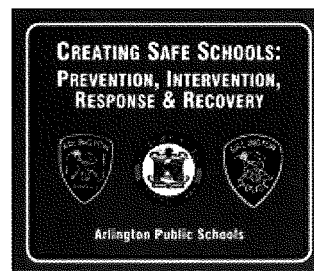
Town Information

- Town of Arlington
- Arlington Community Links

• Community Education College & SAT Prep at AHS

- 2013 AP Honor Roll Districts Recognized
- 5-2-1 Programs at Ottoson Middle School
- APS Accountability Update - October 11th
- APS MCAS Results 2013
- Arlington High School NEASC Letter
- APS Accountability Report - September 20th
- AHS China Exchange & Quebec Homestay 2014
- Social Media Letter - June 20th
- College Acceptance and Matriculation - Class of 2013
- 2013-2014 SCHOOL CALENDAR
Approved by the School Committee June 13, 2013.
- 2013-2014 DISTRICT GOALS
Approved by the School Committee June 13, 2013.
- Arlington High School NEASC Report
- Grant for Expanded Elementary Counseling Programs
- 2011 Youth Risk Behavior Survey Results - High School

- Superintendent's Newsletter



You may need to download the free Adobe Acrobat Reader to view a pdf file.

[Web Page Policy](#) • [Contact Webmaster](#)

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Last Update: 03/07/14

Site Design by C. Bertoli

OVERARCHING GOALS OF THE ARLINGTON PUBLIC SCHOOLS

Introduction

Overarching goals provide a broad vision for the school district, are strategic in nature, define the district's hopes and dreams for its students, articulate the district's top priorities, and generally are achievable within a ten-year period. Overarching goals guide the development of annual district goals developed by the Superintendent and approved each fall by the School Committee.

Goal One – Student Achievement

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

Goal Two – Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

Goal Three – Resources, Infrastructure and Educational Environment

The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

Goal Four - Operations, Communications and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.

The goals shall be revised from time to time by the School Committee to reflect the changing strategies of the Arlington Public Schools

CROSS REF.: BDFA-E-2, District-Wide Goal Setting and Performance Objective Process
CBI, Evaluation of the Superintendent

Adopted: September 27, 2012

Arlington Public Schools

- collapse*
- Arlington Education Fdn
 - Bullying Incident Report
 - Bus Schedules 2013-2014
 - Elementary Handbook
 - Food Services
 - Life Threatening Allergies
 - Parent Forms/Handbooks
 - Parent Forums 2013-2014
 - Parent Notices Sign-Up
 - Parent-Teacher Conference
 - Special Education Parent Advisory Council
 - SEPAC Brochure

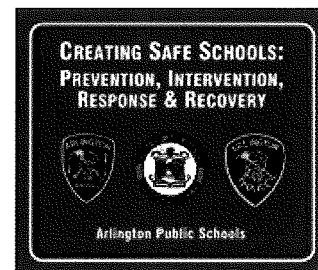
Staff

- collapse*
- APS Childcare Program
 - Bullying Incident Report
 - Health/Dental Benefits
 - New Staff Accounts
 - Payroll Forms
 - PowerSchool Help
 - Professional Development
 - Staff Forms
 - Teaching & Learning
 - Technology Help Desk

Town Information

- Town of Arlington
- Arlington Community Links

- AHS China Exchange & Quebec Homestay 2014
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Last Update: 02/28/14

Site Design by C. Bertoli

HOME SCHOOLS DISTRICT INFORMATION DEPARTMENTS FAMILIES STAFF TOWN LINKS LOG-IN

NOTICES | SEPAC Meeting - Mon, March 2nd, 8:30am, Brackett Elementary School

Home Page : Current Page

Google™ Custom Search Search

Quick Links

- Administrative Staff
- AHS Facilities Information
- Budget Information
- Bullying Prevention Plan
- Calendar 2014-2015
- District Goals 2014-2015
- Lunch Menus
- Parent Notices Sign-Up
- School Committee
- School Locator
- School Registration
- Staff Account Requests
- Stratton Building Committee
- Superintendent's Newsletters
- Internet Web Page Policy
- Webmaster

CREATING SAFE SCHOOLS: PREVENTION, INTERVENTION, RESPONSE & RECOVERY



Arlington Public Schools

NEWS

Submit school news to: schoolnews@arlington.k12.ma.us

- SUPERINTENDENT'S NEWSLETTER - JANUARY 2015
- FY16 SUPERINTENDENT'S PROPOSED BUDGET
- FY16 BUDGET CALENDAR & INFORMATION
- STRATTON SCHOOL FEASIBILITY STUDY
- SCHOOL CALENDAR 2014-2015

15 EVENTS / FORUMS / MEETINGS: Updated 2/26/2015

- 2014-2018 Technology Plan Forums
Elementary Level Forum - To Be Rescheduled
- SEPAC Meeting - March 2nd
- EARLY RELEASE ALL SCHOOLS - March 3rd
Dismissal is at 1:00pm. Lunch will be served.
- Special Study Group Superintendent Eval - March 3rd
- PARENT FORUMS 2014 - 2015
Guiding Good Choices - 3/3, 3/10, 3/17, 3/24, 3/31, Whittemore RH
Michael Thompson It's A Boy - 03/23, 7:00pm, Ottoson
- Budget Subcommittee Meeting - March 4th
- Community Relations Subcommittee - March 5th
- ASC and HRC Joint Meeting - March 5th
- Negotiations AEA Meetings - March 2015
MEETING SCHEDULE: 3/5, 3/10, 3/12, 3/17, 3/20, 3/23, 3/26, 3/30
- Negotiations AAA Meeting - March 11th
- FY16 Budget Public Hearing - Feb 26th and March 12th
- Facilities Subcommittee Meeting - March 19th
- ASC and Finance Committee Meeting - March 23rd
- AHS Travel to Italy - April 2015 Vacation

VISUAL ARTS SHOWCASE



Primary Color Painting
Kindergarten, Stratton

VIEW SLIDESHOW

SCHOOL REGISTRATION



- OMS Presents Seussical Jr. - May 1st & 2nd

11 ANNOUNCEMENTS: Updated 2/19/2015

- 5-2-1 Programs at Ottoson Middle School
- Ottoson Teacher Receives 2015 PASCO STEM Award
- AHS Community Scholarship - **Apply Now**
The application deadline is Friday, March 13th, 2:45pm.
- Weekend SAT Prep - Winter 2015
- Thompson School Receives CHPS Verified Recognition
- DESE Report on MCAS
- Arl Teacher Training to be a Leader in Education Policy
- College Acceptance and Matriculation - Class of 2014
- 2013 Youth Risk Behavior Survey Results - AHS
- 2013 Youth Risk Behavior Survey Results - Ottoson
- Grant for Expanded Elementary Counseling Programs

Select Language

Powered by Google Translate

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Last Update: 07/18/14

Site Design by C. Bert

Services

Main site - arlingtonma.gov

(Notices, Agendas, Minutes, and most static content)

Email Distribution Lists

(Town Notices, Agendas, Recreation, Field Conditions, etc)

Request/Answer Center

(Online CS portal, Answers, Requests, and Questions)

Online Donations

(AYCC, Food, Fuel)

Arlington Alerts

(Emergency Phone, Text, Email)

Crime Reports

(Online Crime Reports, with email subscription option)

Simplicity Maps

(Online GIS maps, un official Plot lines, Open Spaces, town locations and measuring tools)

Online Inspection Permits

(Online db of completed permits submitted by residents/businesses in-person)

Assessment Data

(Online Assessment db)

Online Tax Payments

(Excise, property, and water bills)

Vendors & Partners

☐ Virtual Town Hall

☐ In-house, Assessor's Office *Link*

☐ In-house, Treasurer's Office *iframe*

☐ In-house, IT/Authorize.net and Elavon *iframe*

☐ My Rec, Registration/Payments - *Link*

☐ CodeRED - *link*

☐ Web QA - *iframe, update links, SSLV*

☐ People GIS - *link, iframe later*

☐ Library, In House/vendor, Library - *link*

Distribution Channels

☐ ACMi *links, embeded video*

☐ Local Media

Intranet

- Entire Organization
- Selectmen

Website Channel

Town Website - arlingtonma.gov

Town Notices, Calendars, Navigation to all properties

*Email Broadcast - highly desirable

- Town Notices, Recreation Notices, Field Conditions, COA, Bids
- Agendas: Selectmen, School Committee, and BOH,

Laws, Regulations, and Bylaws

- Can we design these in a more dynamic way,
i.e. db instead of static files.

Dept. - B/C/C

- Mission
- Projects/Campaign
- Contacts

Calendars

- Town Meetings
- Community
- Park Reservation

Permits/Forms

- PDF Forms
- VTH forms (email)

Minutes Agendas

Building Permits

- Searchable Permits

R/A Center

- Online Requests/Q
- Answerbase
- Customer Account

Recreation

- Registration,
Payment

Online Payments

- Property, Excise, and
Water

Donations

- Food, Fuel, and AYCC
payments

Online Donations

- AYCC

Arlington Alerts

- Emergency
phone, text, email

Simplicity Maps

- Online GIS Maps

Libraries

- 12 vendors

Assessment Data

- property cards

Appendix A

Current Online Properties & Distribution Channels

Core project elements and components for future expansion

Project Components

Core Components

Components for New/Consolidated Services

Future Development/Opportunities for Efficiency

Online Checkbook

- Integrate with MUNIS

Report Crime Online

- Integrate with QED
- Integrate with GIS

CRM

- Online Requests
- Workorder System
- Customer management
- Integrate with GIS
- Integration with payments

Citizen Engagement

- Social Media
- Facebook, Twitter
- Mind Mixer
- Granicus
- Survey Tools
- Eventbrite/Event like tools
(calendar, invite, reminders,
survey/polls)

Delivery Platforms

Computer

Mobile

Phone, Voice

Print

TV

Services

Main site - arlingtonma.gov

(Notices, Agendas, Minutes, and most static content)

Email Distribution Lists

(Town Notices, Agendas, Recreation, Field Conditions, etc)

Request/Answer Center

(Online CS portal, Answers, Requests, and Questions)

Online Donations

(AYCC, Food, Fuel)

Arlington Alerts

(Emergency Phone, Text, Email)

Crime Reports

(Online Crime Reports, with email subscription option)

Simplicity Maps

(Online GIS maps, un official Plot lines, Open Spaces, town locations and measuring tools)

Online Inspection Permits

(Online db of completed permits submitted by residents/businesses in-person)

Assessment Data

(Online Assessment db)

Online Tax Payments

(Excise, property, and water bills)

Vendors & Partners

☐ Virtual Town Hall

☐ In-house, Assessor's Office *Link*

☐ In-house, Treasurer's Office *iframe*

☐ In-house, IT/Authorize.net and Elavon *iframe*

☐ My Rec, Registration/Payments - *Link*

☐ CodeRED - *link*

☐ Web QA - *iframe, update links, SSLV*

☐ People GIS - *link, iframe later*

☐ Library, In House/vendor, Library - *link*

Distribution Channels

☐ ACMi *links, embeded video*

☐ Local Media

Intranet

- Entire Organization
- Selectmen

Website Channel

Town Website - arlingtonma.gov

Town Notices, Calendars, Navigation to all properties

*Email Broadcast - highly desirable

- Town Notices, Recreation Notices, Field Conditions, COA, Bids
- Agendas: Selectmen, School Committee, and BOH,

Laws, Regulations, and Bylaws

- Can we design these in a more dynamic way,
i.e. db instead of static files.

Dept. - B/C/C

- Mission
- Projects/Campaign
- Contacts

Calendars

- Town Meetings
- Community
- Park Reservation

Permits/Forms

- PDF Forms
- VTH forms (email)

Minutes Agendas

Building Permits

- Searchable Permits

R/A Center

- Online Requests/Q
- Answerbase
- Customer Account

Recreation

- Registration,
Payment

Online Payments

- Property, Excise, and
Water

Donations

- Food, Fuel, and AYCC
payments

Online Donations

- AYCC

Arlington Alerts

- Emergency
phone, text, email

Simplicity Maps

- Online GIS Maps

Libraries

- 12 vendors

Assessment Data

- property cards

Appendix A

Current Online Properties & Distribution Channels

Core project elements and components for future expansion

Project Components

☐ Core Components

Components for New/Consolidated Services

Future Development/Opportunities for
Efficiency

Online Checkbook

- Integrate with MUNIS

Report Crime Online

- Integrate with QED
- Integrate with GIS

CRM

- Online Requests
- Workorder System
- Customer management
- Integrate with GIS
- Integration with payments

Citizen Engagement

- Social Media
- Facebook, Twitter
- Mind Mixer
- Granicus
- Survey Tools
- Eventbrite/Event like tools
(calendar, invite, reminders,
survey/polls)

Delivery Platforms

Computer

Mobile

Phone, Voice

Print

TV

Website Changes

03/2014 - Put together a face lift of the existing website

- Created new dynamic menus and reorganized everything on the homepage

3/19 - Sent the link to Kathy & David for review

3/19/14-4/3/14

- Worked on recommendations and edits

4/8/14

Per recommendations

- A larger banner
- A less cluttered top of the website
- A horizontal menu
- Clean-up of the right side items.

4/8/14

- Completed all edit requests and send link of version 2 to Karen and then to David.

9/8/14

Received email from Kathy, sent her link and info of where Karen and I left off.

1/23/15

Meeting w/ Kathy, Karen, Dave, Julie (me on phone)

2/26/15

Meeting w/ Kathy, Karen Dave, & Joan. (me on phone)

3/19/15

Meeting w/ Karen (me on phone) Kathy's & Karen's recommendations/edits

- Banner image - yet to be determined, temp blank in place
- Move Menu above the banner
- Move Notices below the banner
- Get rid of Announcements
- Remove Breadcrumbs
- Move SC from news to right, crate box.
- Change Background color from Maroon to Grey

3/19 - 4/13/15 - All Edits completed, and tweaked during this time period

- Moved - menu to middle, Scroller to top
- ASC meetings are on right instead of individual postings in the news
- Removed - Bread Crumbs and the Announcements scripting, combined the 2
- Background color changed from Maroon gradient to grey gradient

Note Additional changes done

- Moved search under Quick Links

- Moved RSS button in-line right of Notices scroller to save room
- Added Log on list to main menu - Aesop, 2 helpdesks, mail.

05/2015 - 08/2015 - Kept current with LIVE site

- Goals, Calendar, Meetings, News, Summer Reading
- All July 1st updates done, start of school, etc.

9/25/15 - Received email from Julie Dunn and spoke on phone

- Needs common list of links I give to schools for Kathy.

9/27/15 - Follow up to Julie

- Sent Julie (cc'd Kathy, Karen, & David)
- Sent her my common list of links I give to school webmasters, so she can create the same for Kathy.
- Sent School Site server locations,

9/28/15

Karen, Kathy, and Julie Meeting (me on phone)

- Sent email to David & Dan regarding project planning timing
- Sent email to David & Dan regarding sharing Google Calendar with principals.

9/28/15

Edits received based on 9/28 meeting)

- Remove Script on ASC Box, link graphic to ASC page
- Move ASC Box above Visual Arts Slideshow

9/29/15 - Julie Dunn edits

N/A they were already done, see notes

- Move ASC box

NOTE: already did this 9/28 for Karen.

- Add bullying incident report link

NOTE: Links are already there

- Sharing of Google Calendar to principal

NOTE: Already put request to David/Dan.

10/1/15

- Received list of common links to review and correct as needed.
- Made Parent Forums a generic link so it could be included in the list) - Add space between SC and Visual Arts boxes so they know SC is clickable.
- NOTE; Suggested putting an SC link in the box instead.
- Added SC link
- Added MEETINGS wording and listed meetings under that to balance the box.

10/2/15

Meeting: Kathy, Julie met with Principals

10/2/15 -

Edits based on Feed back

- Add Employment Opportunities to the Quick Links menu - DONE

- Make Creating Safe Schools Graphic smaller - DONE

Note: Google Calendar pull in - working on it (not part of the site dev)

10/3/15 - Completed Google Calendar pull in and sent to Julie, Kathy, David and Karen.

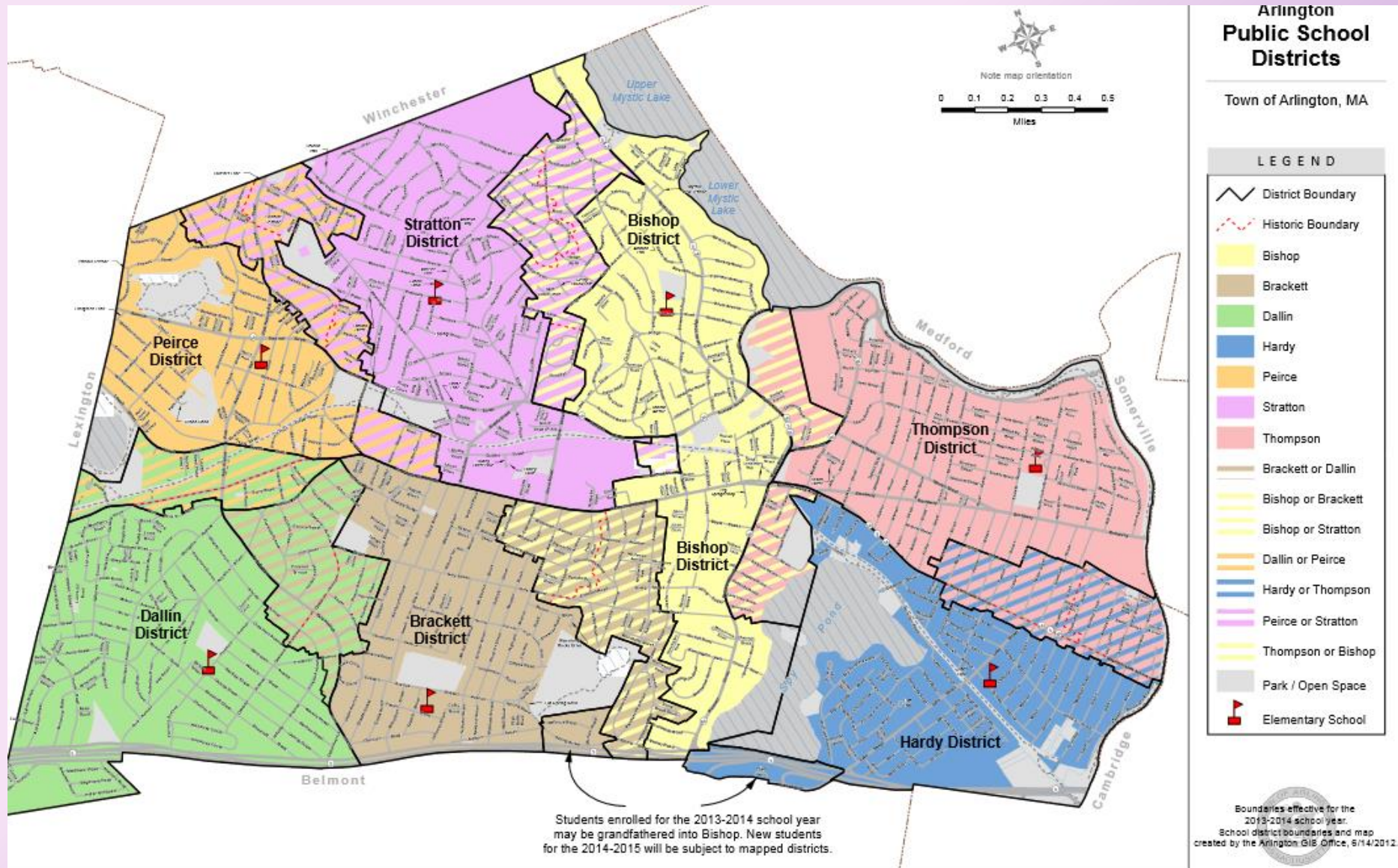
- Created 2 test pages, 1 agenda view is site design, 1 full view with APS logo and close buttons

Arlington Public Schools Elementary Buffer Zone Analysis



LeiLanie M. D'Agostino
Director of Data Integration for Curriculum,
Instruction and Assessment/Registrar
Arlington Public Schools
April 2015

APS: Buffer Zone Information



How We Assist Parents In Finding Buffer Zone Locations Via School Registration

Select Language

Powered by Google Translate

Arlington Public Schools

869 Massachusetts Avenue Arlington, Massachusetts 02476

Facilities Help Desk

Technology Help Desk



NOTICES

Negotiations AEA Unit C Meeting - Tue, May 5th, 4:00pm, School Committee Room

Home Page : Current Page

Find on this site:

Search

District Information

- Administrative Staff
- AHS Facilities Information
- Budget Information
- Calendar 2014-2015
- Calendar 2015-2016
- Community Education
- Creating Safe Schools
- Departments
- District Goals 2014-2015
- Overarching Goals
- District Maps


NEWS

RSS


 **MENOTOMY Spring Parent-Teacher Conferences**

 **2015-2016 SCHOOL REGISTRATION**

 Superintendent's Newsletter - March 2015

 FY16 Superintendent's Proposed Budget

 FY16 Budget Calendar and Information

 School Calendar 2015-2016 - Approved 01/22/15

Submit school news to: schoolnews@arlington.k12.ma.us

EVENTS / FORUMS / MEETINGS

Arlington
Web Messaging

LOG-IN: STAFF E-MAIL

LOG-IN: AESOP

**SCHOOL
REGISTRATION**

SCHOOL LOCATOR
CLICK HERE TO
LOOKUP YOUR ADDRESS

KINDERGARTEN
REGISTRATION

ELEMENTARY
REGISTRATION

MIDDLE SCHOOL/
HIGH SCHOOL
REGISTRATION

OPEN ENROLLMENT/
BUFFER ZONES
FORMS AND POLICIES

SCHOOL LOCATOR
ADDRESS LOOKUP

KINDERGARTEN
REGISTRATION

ELEMENTARY
REGISTRATION



CLICK HERE TO ACCESS THE ONLINE PRE-REGISTRATION FORM

Student Pre-Registration Form (Grades K - 5)

Physical Address of Residence (begin typing street name, then click street name in list)

Street Name: 

Street Number:  Unit: 



Your address is in the following school district: **Hardy/Thompson Buffer Zone**

How We Assist Parents In Finding Buffer Zone Locations Via School Locator

Select Language  Powered by  Google Translate

Arlington Public Schools

869 Massachusetts Avenue Arlington, Massachusetts 02476

Facilities Help Desk 
Technology Help Desk 



NOTICES | Negotiations AEA Unit C Meeting - Tue, May 5th, 4:00pm, School Committee Room

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EVENTS / FORUMS / MEETINGS

Arlington
Web Messaging 

LOG-IN: STAFF E-MAIL
LOG-IN: AESOP

**SCHOOL
REGISTRATION**

SCHOOL LOCATOR
CLICK HERE TO
LOOKUP YOUR ADDRESS



Directions:

Begin typing the Street Name and Street Number, then choose from the list. The school district it is in will appear in the box below the address.










Begin typing Street Name and Number, then choose from the list

Street Name: ▼

Street Number: ▼ Unit: ▼

Elementary School District: **Hardy/Thompson Buffer Zone**

[Get directions to school](#)

MAP LEGEND					
	Bishop		Dallin		Peirce
	Brackett		Hardy		Stratton
					Buffer Zone



Buffer Zone Students March 3, 2014- September 1, 2014



Buffer Zone Students includes students in Kindergarten - Grade 5, these are students who registered between March 3, 2014 and September 1, 2014. All students are registered for the 2014-2015 academic year



Registration Dates: 03/03/2014- 09/01/2014

Total Number of Elementary Students who registered that are in a Buffer Zone= 157



Students in Buffer Zones By Grade Level (3/2014 - 9/2014)

***Kindergarten = 117 (75%)**

***Grade One = 14 (9%)**

***Grade Two = 9 (6%)**

Grade Three = 6 (4%)

***Grade Four = 4 (3%)**

Grade Five = 7 (4%)

TOTAL 157





Buffer Zone Students March 3, 2014- April 6, 2015



Buffer Zone Students includes students in Kindergarten - Grade 5, these are students who registered between March 3, 2014 and April 2015 all students are registered for the 2014-2015 academic year



Registration Dates: 03/07/2014- 04/06/2015

Total Number of Elementary Students who registered that are in a Buffer Zone= *180/174



- 6 of the above students were registered for testing purposes only and do not attend our schools

Students in Buffer Zones By Grade Level (3/2014 - 4/2015)

***Kindergarten = 123 (68%)**

***Grade One = 17 (9%)**

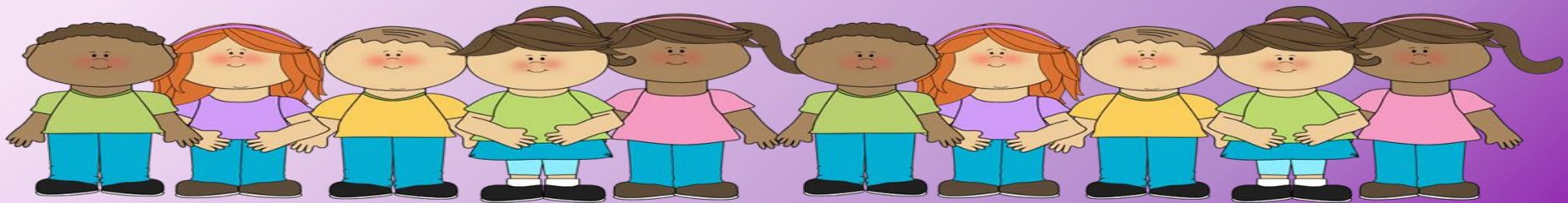
***Grade Two = 15 (8%)**

Grade Three = 7 (4%)

***Grade Four = 7 (4%)**

Grade Five = 11 (7%)

TOTAL 180





Buffer Sibling Stats!

Total # of
Siblings = 38



Bishop = 9 (24%)

Dallin = 3 (8%)



Brackett = 12 (32%)

Hardy = 4 (11%)

Peirce = 5 (13%)

Stratton = 3 (8%)

Thompson = 2 (5%)



Students in Buffer Zones By School & Grade Level (3/14-4/15)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Bishop	3	6	0	1	5
Brackett	4	3	3	2	2
Dallin	1	1	1	0	0
Hardy	1	1	0	0	0
Peirce	0	0	0	0	2
Stratton	7	2	3	3	2
Thompson	0	1	0	0	0



Information of Interest (3/14-4/15)

and % of
Buffer Zone
^{# of}
Students
180 (33%)

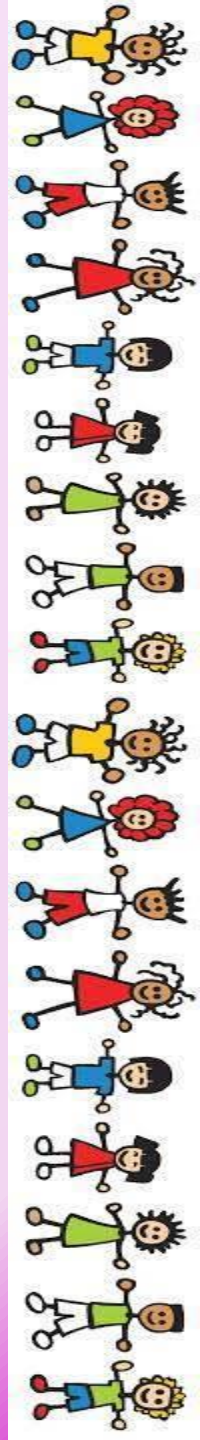
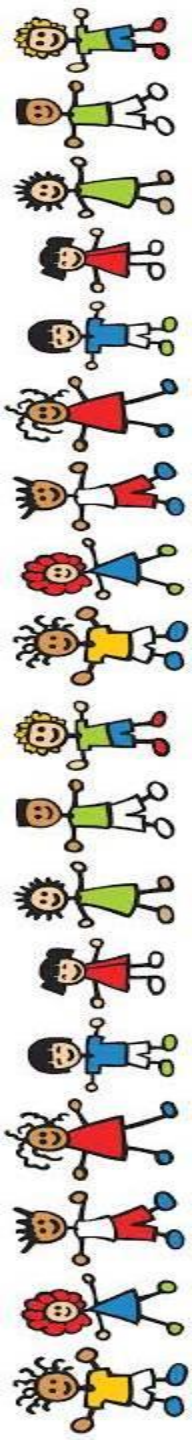
% of Buffer
Zone
Students
Placed as
Siblings
21%

% of
Buffer
Zone Regs
Requesting
to be on
Wait List
84%

Mill Street & Symmes Circle (3/14-4/15)

of
Students
From Mill
Street
7

of
Students
From
Symmes
Circle
19



Bishop/Brackett Buffer Zone

23 Students Total

1 (not Sibling) Preferred Bishop



10 placed at Bishop
Siblings 5 total= 15

11 (not sibling) Preferred Brackett



6 placed at Brackett
Siblings 2 total = 8

**Requested to be on Wait List and did not
get placed in requested school= 7**

REQUESTS SATISFIED= 3

Did NOT request a preferred school and/or Wait List = 6

Bishop/Stratton Buffer Zone

14 Students Total

8 (not Sibling) Preferred Bishop



5 placed at Bishop
Siblings 2 total= 7

2 (not sibling) Preferred Stratton



7 placed at Stratton
Siblings 0 total = 7

**Requested to be on Wait List and did not
get placed in requested school= 4**

REQUESTS SATISFIED= 4

Did NOT request a preferred school and/or Wait List = 2/3

Bishop/Thompson Buffer Zone 10 Students Total

5 (not Sibling) Preferred Bishop



**5 placed at Bishop
Siblings 1 total= 6**

2 (not sibling) Preferred Thompson



**2 placed at Thompson
Siblings 0 total = 2**

**2 of the 10 students requested and were granted Open
Enrollment to Stratton**

REQUESTS SATISFIED= 10

Did NOT request a preferred school and/or Wait List = 0/1

Brackett/Bishop Buffer Zone

27 Students Total

(3/14-4/15)

11 (not Sibling) Preferred Brackett



6 placed at Brackett
Siblings 7 total= 13

2 (not sibling) Preferred Bishop



13 placed at Bishop
Siblings 1 total = 14

**Requested to be on Wait List and did not
get placed in requested school= 4**

REQUESTS SATISFIED= 8

Did NOT request a preferred school and/or Wait List = 6/3

Brackett/Dallin Buffer Zone

9 Students Total

(3/14-4/15)

2 (not Sibling) Preferred Brackett



6 placed at Brackett
Siblings 2 total= 8

0 (not sibling) Preferred Dallin



1 placed at Dallin
Siblings 0 total = 1

**Requested to be on Wait List and did not
get placed in requested school= 1**

REQUESTS SATISFIED= 1

Did NOT request a preferred school and/or Wait List = 5/0

Dallin/Brackett Buffer Zone

19 Students Total

(3/14-4/15)

9 (not Sibling) Preferred Dallin



8 placed at Dallin
Siblings 2 total= 10

6 (not sibling) Preferred Brackett



8 placed at Brackett
Siblings 1 total = 9

**Requested to be on Wait List and did not
get placed in requested school= 0**

REQUESTS SATISFIED= 14

Did NOT request a preferred school and/or Wait List = 1/3

Dallin/Peirce Buffer Zone

3 Students Total

(3/14-4/15)

2 (not Sibling) Preferred Dallin



0 placed at Dallin
Siblings 1 total= 1

0 (not sibling) Preferred Pierce



2 placed at Pierce
Siblings 0 total = 2

**Requested to be on Wait List and did not
get placed in requested school= 1**

REQUESTS SATISFIED= 0

Did NOT request a preferred school and/or Wait List = 0/1

Hardy/Thompson Buffer Zone

9 Students Total

(3/14-4/15)

5 (not Sibling) Preferred Hardy



3 placed at Hardy
Siblings 3 total= 6

1 (not sibling) Preferred Thompson



3 placed at Thompson
Siblings 0 total = 3

**Requested to be on Wait List and did not
get placed in requested school= 2**

REQUESTS SATISFIED= 4

Did NOT request a preferred school and/or Wait List = 0

Peirce/Dallin Buffer Zone

5 Students Total

(3/14-4/15)

3 (not Sibling) Preferred Pierce



3 placed at Pierce
Siblings 2 total= 5

0 (not sibling) Preferred Dallin



0 placed at Dallin
Siblings 0 total = 0

**Requested to be on Wait List and did not
get placed in requested school= 0**

REQUESTS SATISFIED=3

Did NOT request a preferred school and/or Wait List = 0

Peirce/Stratton Buffer Zone

7 Students Total

(3/14-4/15)

4 (not Sibling) Preferred Pierce



3 placed at Pierce
Siblings 1 total= 4

1 (not sibling) Preferred Stratton



2 placed at Stratton
Siblings 1 total = 3

**Requested to be on Wait List and did not
get placed in requested school= 1**

REQUESTS SATISFIED=4

Did NOT request a preferred school and/or Wait List = 0/1

Stratton/Bishop Buffer Zone

24 Students Total

(3/14-4/15)

9 (not Sibling) Preferred Stratton 15 (not sibling) Preferred Bishop



11 placed at Stratton
Siblings 0 total=11



13 placed at Bishop
Siblings 0 total =13

**Requested to be on Wait List and did not
get placed in requested school=11**

REQUESTS SATISFIED=12

Did NOT request a preferred school and/or Wait List = 0/1

Stratton/Peirce Buffer Zone

14 Students Total

(3/14-4/15)

6 (not Sibling) Preferred Stratton

3 (not sibling) Preferred Pierce



8 placed at Stratton
Siblings 2 total=10



2 placed at Pierce
Siblings 2 total = 4

**Requested to be on Wait List and did not
get placed in requested school= 1**

REQUESTS SATISFIED= 8

Did NOT request a preferred school and/or Wait List = 1/1

Thompson/Hardy Buffer Zone

9 Students Total

(3/14-4/15)

3 (not Sibling) Preferred Thompson



5 (not sibling) Preferred Hardy



2 placed at Thompson
Siblings 2 total= 4

4 placed at Hardy
Siblings 1 total = 5

1 of the 9 requested and was granted Open Enrollment to Dallin
Requested to be on Wait List and did not
get placed in requested school= 1

REQUESTS SATISFIED= 4

Did NOT request a preferred school and/or Wait List = 1/0

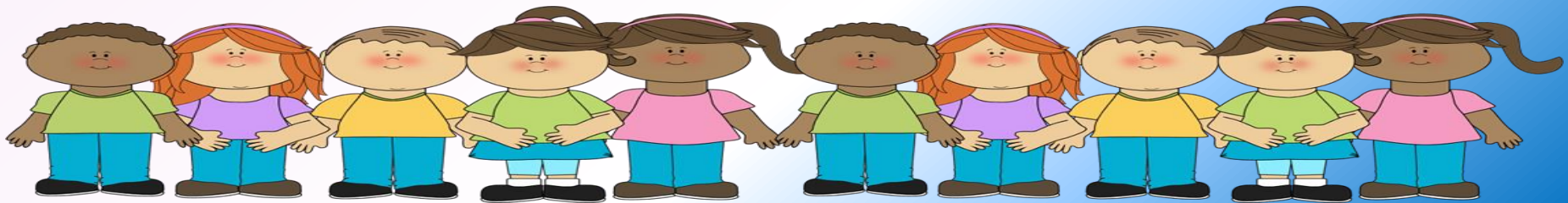
Students Registered for the 2015-2016 Academic year (3/15 - 4/15)

Kindergarten = 443

Buffer Zone Students = 83

Siblings = 37

Non- Siblings = 46





Town of Arlington, Massachusetts

Standard IV: Professional Culture

Summary:

- A. Commitment to High Standards Indicator
 - 1. Commitment to High Standards
 - 2. Mission and Core Values
 - 3. Meetings
- B. Cultural Proficiency Indicator
 - 1. Policies and Practices
- C. Communications Indicator
 - 1. Communication Skills
- D. Continuous Learning Indicator
 - 1. Continuous Learning of Staff
 - 2. Continuous Learning of Administrator
- E. Shared Vision Indicator
 - 1. Shared Vision Development
- F. Managing Conflict Indicator
 - 1. Response to Disagreement
 - 2. Conflict Resolution
 - 3. Consensus Building

ATTACHMENTS:

Type	Description
▣ Reference Material	ALICE Spring 2015 C1, D1&2, E1
▣ Reference Material	Administrative Team Meeting Agenda's E1
▣ Reference Material	Professional Culture - Memberships

A.L.i.C.E
Spring 2015

April 6, 2015	Parent informational night at AHS Lowe Auditorium. 7:00pm Guest Speakers: Michele Gay Safe and Sound Schools and Lt. Scott Sencabaugh
May 5, 2015	OMS Staff Training
May 6, 2015	AHS Staff Training
May 6, 2015	6:30pm OMS Parent training/drill experience
May 11, 2015	6:30pm AHS Parent training/drill experience
May 12, 2015	Bishop Staff Training
May 19, 2015	8am OMS Student Training Assembly
May 20, 2015	7pm Bishop Parent training/drill experience
May 22, 2015	AHS Student Training Assembly
May 27, 2015	9am Bishop Student Classroom presentations Changed to June 11
*added June 2	2nd Bishop staff meeting to discuss student presentations and drill.
June 11, 2015	Bishop Student Classroom presentations (all day by grade level)
June 12, 2015	AHS 9am meet with Admin and First Responders in guidance conf. room. 9:30am Drill/Debrief
	OMS 12:45pm meet with Admin and First Responders 1:15pm OMS Drill/Debrief
June 17, 2015	Bishop 9am Meet with Admin, First Responders and all Elem. Principals 9:30am Bishop Drill 10:30am Debrief and meet with Admin/First Responders/Principals 10:45am Meet with All Elementary Principals

Administrative Team Meeting
Wednesday, June 10, 2015
9:00 – 11:30 pm
School Committee Room

- ◆ *District Goals*
- ◆ *Elementary - Specialists Schedule*
- ◆ *Secondary – District Goals*
- ◆ *Roundtable*

AGENDA
ADMINISTRATIVE TEAM MEETING
May 29, 2015

1. District Goals 2015-2016
2. Field Trip Nursing Protocols – Sue Franchi
3. Draft Calendar 2015-2016
4. Non-renewal TAs
5. Update Stratton Pr
6. FY16 Ordering – I
7. Material/Technology
8. Miscellaneous
 - June 17 ALIC
 - Summer Adm
9. Rountable

Standard 4

D-2 E1

Standard 1

E2

Goal 3

Strategic Initiatives

2

AGENDA
ADMINISTRATIVE TEAM MEETING
May 8, 2015

1. Review and Discussion – District Goals 2015-2016
2. Summative Evaluations
3. ELL Update
4. Teaching Assistant Renewals
5. Summer Administration Meeting Dates
6. Miscellaneous
 - School Committee Survey
 - Teacher & Staff Appreciation Reception, May 21
7. Roundtable

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012
-

Administrative Team Meeting
Friday, March 6, 2015
School Committee Room
Agenda
9:00 – 11:30 pm

Strategic Planning to Improve Instruction (SPII)

Anticipated openings

Hiring

FY16 Budget issues

Evaluations

Administrative Team Meeting
Thursday, January 29, 2015
3:00 – 5:00 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Feedback & Evidence
-
-

AGENDA
ADMINISTRATIVE TEAM MEETING
January 9, 2015

1. FY16 Budget – Multiyear Overview
 - Priorities
 - 9C Reductions
2. Evaluation Progress
3. Capital Committee Funding Recommendations
4. Crisis Go Feedback
5. Miscellaneous
 - Ethics Training
 - ALICE Parent Night
 -
6. Rountable

1pdp
cultural
close reading
Ipsued
12/23/14

AGENDA
ADMINISTRATIVE TEAM MEETING
December 19, 2014

1. FY16 Budget
 - Long-Range Planning
 - Teacher Presentation
 - Priorities
 - 9C Reductions
2. School Responses in Aftermath of Ferguson and New York
 - Co-Sponsor Community Discussion with 2020 Diversity Task Force
 - *Waking Up White*
3. ALICE Overview in Schools – Feedback
4. Conference Sharing
 - Title 1
 - METCO
 -
5. Miscellaneous
 - Evaluation Progress
 - Smoking Regulations
 - MPY In-Service Programs
 -
6. Rountable

AGENDA
ADMINISTRATIVE TEAM MEETING
November 21, 2014

1. FY16 Budget
 - Multi-year Projections
 - Elementary Presentation
 - Secondary Priorities
 - Potential 9C Reductions
 - District Prioritized List (beginning discussion)
2. CRDC Report on Out-of-School and In-School Suspensions
3. ALICE Roll-out
4. Miscellaneous
 - Protocols for Software Acquisition
 - Evaluation Progress
 - Solar Panel Project
 - MPY In-Service Programs
 -
5. Rountable

AGENDA
ADMINISTRATIVE TEAM MEETING
October 17, 2014

1. Bill #222 Notification Requirements (1 hr.) – Joan Stein, SCM
2. Safety Summit Report / ALICE Presentation to SC – Cindy Sheridan-Curran, Maureen Murphy, Mark McAneny
3. Budget FY14 Review – Diane Johnson
4. Data Teams
5. Communication Protocol 2'nd Read/Discussion
6. Parent Satisfaction Survey
7. Open Checkbook Initiative
8. Personnel/HR – Rob Spiegel
 - Sub Check-in
 - Diversity Report
 - Fingerprinting
9. Miscellaneous
 - List Serve Uses - Re: Content
 - Technology Updates
10. Roundtable

Administrative Team Meeting
Friday, September 19, 2014
9:00 – 11:30 am
School Committee Room

- ◆ Data team questions and protocols
- ◆ Update Stratton building project
- ◆ Communication protocols
- ◆ Safety protocols during evacuations
- ◆ Beginning budget discussion (brief)
- ◆ Hiring report
- ◆ Enrollment - and, future space implications

AGENDA
ADMINISTRATIVE RETREAT
August 19 & 20

School Committee Room

Tuesday, August 19

- 8:00 Coffee and pastry
- 8:30 Overview of retreat
- 9:00 Liz Valerio, Labor Attorney
 - Amendments to School Discipline Law
 - Evaluations - Due Process
 - Conducting Investigations
 - FERPA
- 10:30 Break
- 10:45 Evaluation Retrospective & Forward Focus (bring 2 copies of observations and summative for one person – name blacked-out)
- 12:15 Lunch
- 1:00 PD 360 Presentation - updated
- 1:45 ALICE Discussion
- 2:45 Wrap-up

- 3:30 – 4:30 (optional) Baseline – Student Analytics

Wednesday, August 20

- 8:00 Coffee and pastry
- 8:30 Data Goal and Focus in 2014-2015/ Protocols Used In Other Districts
- 10:30 Break
- 10:45 Data Team Experience and Planning
- 11:45 Communication Protocols
- 12:15 Lunch

- 1:00 – 3:00 The afternoon time is primarily intended for principals, but all are invited to attend
Topics:
 - IDEA overview – required for Federal Grant (Ben H. to present)
 - Overview of topics for faculty meeting on August 28

- 3:30 – 4:30 (optional) Baseline – Teacher Evaluation

October, 2015

To: School Committee

From: Kathleen Bodie

Re: Standard IV: Professional Development 2014-2015 (Does not include the professional development that I directly provided for district administrators)

EDCO Superintendent Roundtable – monthly

M.A.S.S. Conferences – March 17 mid-winter meeting, May 21 spring meeting, July 15-17 Conference

ELG (Leadership Discussion) Meetings – Oct 30, Dec 10, Jan 22, Mar 10, Apr 29

CACE Title 1 Conference – December 3-4

School Law and Educator Evaluation Workshop (provided by Liz Valerio)

METCO Conference – December 5

Commissioner's Math, Science and Engineering Advisory Council meetings - Dec 18, Feb 12

Global Conference on Education – June 2015

Middlesex Partnership for Youth – board member

Chair, EDCO Finance Committee – monthly meetings



Town of Arlington, Massachusetts

**Practice Goal 2014-2015 Superintendent Annual Educator Plan Submitted by: Kathleen Bodie
December 2014**

Summary:

**Practice Goal 2014-2015
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
December 2014**

Practice Goal: In order to effectively supervise and support principals, as well as support high expectations for learning, teacher consistency and common focus on instruction, I will visit each school a minimum of six times between December 2014 and November 2015, that will include a meeting with the principal and classroom or meeting observations. I am continuing this practice goal from last year because of the importance of school visits by the Superintendent to support and ensure a consistent focus on district and school goals, maintain visibility in the district, support principals, and understand first-hand the needs in each school. The Superintendent is responsible for (1-B) "observing principal practice and artifacts, ensuring that principals identify a variety of effective teaching strategies and practice when they observe practice". Additionally, the Superintendent must (1-D), "make at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient* ." It is only possible to provide this level of oversight by being present on a regular basis in schools.

Key Actions:

1. Schedule school visits in the calendar with sufficient time to meet with the principal and visit classrooms and observe meetings, particularly data meetings.
2. Continue to engage the Administrative Team in professional development throughout the year to improve calibration of observations and evaluations.
3. Keep notes or artifacts, if any, from each visit.

Benchmarks: (evidence in electronic dropbox)

1. Calendar will show schedule and time of each visit.
2. Administrator survey in June 2015.

ATTACHMENTS:

Type	Description
☐ Reference Material	Admin Team Meeting
☐ Reference Material	School Visits 2014-2015
☐ Reference Material	Analytic Tools Provided to Teachers and Admin

Administrative Team Meeting
Monday, October 27, 2014
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Goals Discussion and Feedback

Administrative Team Meeting
Thursday, January 29, 2015
3:00 – 5:00 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Feedback & Evidence

Administrative Team Meeting
Monday, March 16, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012

Administrative Team Meeting
Monday, October 27, 2014
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Goals Discussion and Feedback

Administrative Team Meeting
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3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence

Administrative Team Meeting
Wednesday, March 25, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ New Discipline Law
 - ♦ Chapter 222 of the Acts of 2012

AGENDA TOPICS FOR ADMINISTRATIVE MEETINGS – AUGUST 25-27

Coffee: 8:00-8:30

Meeting: 8:30-2:30 (lunch served)

TUESDAY (ALL)

1. Introductions
2. Summer Sharing (Picture, Article, Book, PD)
3. Space Study - Enrollment Projections and Options To Address Enrollment Growth
 - Stratton Update
4. District Goals 2015-2016 – Indicators of Success; SIPS
5. September 2 & 3 Agendas
6. Updates:
 - School Dude (Password: arlington)
 - Electric Shutdown for Solar Panels Installation – Saturday
 - Administration Hiring Update
 - New Elementary Schedule (bell: 8:10)

12:00-12:30 Lunch

7. MCAS District Overview
 - Achievement Gap
 - Data Meetings: Facilitation, Norms and Protocols
 - Assessment Schedule and Tentative PARCC
8. Technology Update

TUESDAY 2:45-4:00 Elementary Principals

- Elementary Curriculum Update – Reading
- ELA Elementary MCAS Overview

WEDNESDAY (ALL)

1. Closing Achievement Gap – Discussion Articles from *Creating the Opportunity to Learn*
 - Cultural Proficiency
2. Evaluation
 - Adult Learning (2 articles sent as attachments)
 - Clear Expectations – Through Line from District to School to Individual Goals
 - Primary and Secondary Evaluators
 - Discipline vs. Performance Issues
 - Student Surveys
 - Secretary Evaluations
3. Teaching and Learning Website
 - Google Classroom

12:00-12:30 Lunch

4. Baseline Edge
5. AESOP – Approvals and Substitute Requests/Documentation for Timesheets
6. RETELL for Administrators
7. Restraint Policy – New Regulations
8. Calendar – Meeting Schedules for All Administrators (number of meetings and day of week)

WEDNESDAY 2:45-4:00 Elementary Principals

- Elementary Math Curriculum Update
- Math Elementary MCAS Overview

THURSDAY Morning (PRINCIPALS & ASSISTANT PRINCIPALS/DEANS)

1. PowerSchool Training – Discipline Codes for CRDC; Student Withdrawals; Power Scheduler (Jorge, Jean and Remy – 1 hr.)
2. SIPs
 - Example Goals PowerPoint for Faculty
3. Emergency and Evacuation Protocols
4. School Websites
5. Secretary Evaluations
6. Library Books Protocol
7. First Faculty Meeting Agendas
8. Schedule

ELEMENTARY PRINCIPALS (afternoon)

1. Teacher Leadership Seminar Update
2. Curriculum/PD Council Proposal
3. Elementary Handbook
4. Specialist Schedules
5. Title 1
6. Math Practice Guides
7. Kindergarten Screening next Spring?

SECONDARY PRINCIPALS

1. Technology Pilots
2. Advisory Program

THURSDAY 2:45-4:00 Elementary Principals

- Elementary Writing
- MCAS Writing Update

Administrative Team Meeting
Monday, March 16, 2015
3:00 – 4:30 pm
School Committee Room

- ♦ Educator Evaluation System
 - ♦ Summative Evidence

[illegible]

[illegible]

Meetings/Evaluations			
Matt Janger	August 5 and September 1		
Mark McAneny	30-Jul		
Stephanie Zerchykov	18-Aug		
Thad Dingman	July 9 and August 4		
Kristin DeFrancisco	July 9 and August 3		
Tim Ruggere	July 7 and August 12		
Karen Hartley	29-Jul		
Michael Hanna	11-Aug		
Karen Donato	August 3 and August 20		
Rob Spiegel	July 13 and August 19		
Laura Chesson	July 30 and August 6		
Julia McLaughlin	17-Aug		
Sue Franchi	18-Aug		

October, 2015

To: School Committee

From: Kathleen Bodie

Re: Analytic Tools Provided to Teachers and Administrators

Attached is an overview of the Edwin Analytic tool that was shared with teachers and administrators last fall, which was the tool widely used during 2014-2015 to analyze MCAS data. Math and literacy coaches, as well as Department Chairs, coached teachers on the use of the tool. Administrators were provided with group, as well as individual training to use the tool.

IN THIS EDITION:

- Welcome Back!
- New Functionality
- Model Curriculum Units Update
- Standards Updates (CVTE and DSTE)
- Competency Tracking Features
- Digital Content Searches
- AIR evaluation
- Technology Updates
- Upcoming Conferences
 - Fall Summit
 - MassCUE
 - November Workshops
- Upcoming webinars



WELCOME BACK!

We would like to welcome everyone back with this Edwin Teaching & Learning Newsletter as School Year 2014-15 gets under way and bring you up to date regarding many developments that took place over the Summer along with several upcoming statewide and online events where we hope to meet with you and share and learn together.

As you know the state is once again covering the cost of the subscription for districts that have indicated they would like to use the system. This year we are also starting to receive aggregated usage reports to gauge how much the system is being used around the state. As you can imagine, in order for the subscription costs to remain low and the for the state to be able to justify covering this cost it will be important to demonstrate that educators are using and benefiting from the system and the state assets it contains. Given that many of you were not away from ET&L over the summer please read on to learn more about all the new functionality that has been made available and other new developments planned for the coming months.

NEW FUNCTIONALITY

We are currently using v1.6 of Edwin Teaching & Learning. You can find a comprehensive list of features that are now available in the system by clicking on the document titled **Edwin Teaching and Learning Functionality Releases May – October 2014** on the DESE website: <http://www.doe.mass.edu/edwin/>. There are more features to be activated that are currently in development.

The following is a brief sample of new functionality that has been introduced:

Instruction Notes – (not a complete list) :

- A new review process is available for instructional materials/resources that enable users to rate and review the quality of lesson plans, unit plans, curriculum maps, state model curriculum, and resources.
- Users can search PBS Learning Media and the Learning Registry for instructional materials and resources .
- CVTE Competency worksheets have been custom developed and can be used to track performance against standards as well as credentials. Worksheets can be created by CVTE teachers under the Classes menu option.
- Assessments can be associated to Instructional material from the Association Tool bar. This new feature allows assessments available to the user to be associated to Lesson plans, Unit plans, and Curriculum maps

Assessment Notes – (not a complete list):

- Administrators and Teachers can set time limits for online assessments for all students, individual classes, or selected students within a class.
- Performance and Observational assessments can be created for District and Classroom use. This allows for a teacher to make comments while observing a student performing a task. Students are able to upload documents for tasks they have performed.
- Users can view and print the distribution of items based on taxonomy levels within a specified item bank.
- Students can see their scores after taking an assessment online.

General Notes:

The Thinkgate Platform is now compatible with the following browsers:

- Internet Explorer – versions 9, 10, and 11
- Chrome – latest version (37)
- Firefox – latest version (32)
- Safari – latest version (7)

The Thinkgate Platform is now compatible with the following operating systems:

- IOS – versions 4, 5, and 6
- Mac OS – versions 10.6, 10.7, and 10.8
- Windows – versions 7 and 8
- Google Chromebook OS – version 35 or later

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MODEL CURRICULUM UNITS UPDATE

As part of a Race to the Top Grant, the Massachusetts Department of Elementary and Secondary Education (ESE) has developed over 100 Model Curriculum Units (MCUs.) These units are intended to help educators with implementation of the Massachusetts Curriculum Frameworks. Now, over 90 of these units are available in their digital form within the Edwin Teaching and Learning platform. Apply, copy, or edit full units, individual lessons, digital resources, or even Curriculum Embedded Performance Assessments to fit your needs. See the table below for the distribution of available units as of the beginning of October 2014:

Model Curriculum Units**											
	PK	K	1	2	3	4	5	6	7	8	9-12
ELA		5	5	8	9	3	2	1	1	1	7
ELA/HSS		1	1	1							
ELA/STE	1			1							
Math	1	2	2	2	1	2	2	2	1	1	4
HSS			2	2	2	2	3	1			8
Science	1	1	1		2						
CVTE											1
Grand Total	5	9	11	14	14	7	7	4	2	2	20

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STANDARDS UPDATES (CVTE AND DSTE)

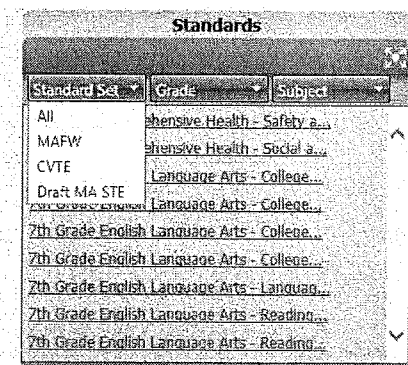
DSTE: Draft, Science Technology and Engineering

The review of the Massachusetts Science and Technology/Engineering (STE) Curriculum Framework started in spring, 2009, and is now anticipated to be completed SY 2015-16.

At the October, 2013, ESE Board meeting the Department laid out the timeline for moving forward with revised Science and Technology/Engineering standards. The draft revised standards are available for use in the Edwin Teaching and Learning platform. The public adoption process will not take place until the 2015-16 school year. Districts have the opportunity to do planning and curriculum work with the draft revised standards prior to formal adoption and implementation. It is important to note that the current Science standards remain in effect and MCAS remains aligned to the current Science standards. Each district will make its own decision about whether and/or how to use the draft revised standards until formal adoption. Please note: The released MCAS items available in ET&L are aligned to the current Science standards, while the Model Curriculum Units are being aligned to the draft Massachusetts Science Technology/Engineering standards.

CVTE: Career Vocational Technical Education

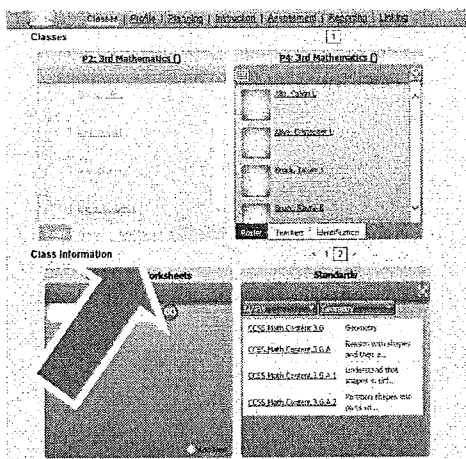
All Strands for all 44 CVTE programs have been revised and updated. These standards are available in the Edwin Teaching and Learning platform alongside the Massachusetts Curriculum Frameworks and the Draft Science, Technology and Engineering Standards. Districts have the opportunity to do planning and curriculum work with all three sets of standards in one location.



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COMPETENCY TRACKING FEATURES

Competency worksheets are now available for Career Vocational Technical Teachers in Edwin Teaching and Learning from a teacher's "Classes" menu.



Save Cancel Print Edit Copy Delete

Description: Food Safety and Sanitation

Students: Select One

This Worksheet Previous Worksheet(s)

Competency Name	Competency Text	No Attempt	Beginning /Novice	Developing /Emerging	Accomplished /Proficient	Exemplary /Master	Comments	History
VHT.VCUL.1.A.01	Define Health and Safety regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
VHT.VCUL.1.A.02	Demonstrate health and safety practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
VHT.VCUL.1.A.03	Demonstrate responses to situations that threaten health and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
VHT.VCUL.1.A.01	Define Health and Safety regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		History
VHT.VCUL.1.A.02	Demonstrate health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		History

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DIGITAL CONTENT SEARCHES

Several different types of Resources may be added through the Resources tile and are generally attachments or web links. Aside from adding your own content or sharing with other teachers in your district, you have two different searches available from within the Edwin Teaching and Learning tool. You can search for PBS Learning Media content. *** PBS Learning Media content includes: videos, audios, essays and lesson plans, interactives, documents, and images. See the table below for the distribution of content.

PBS Learning Media Content***

	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	13+
ELA	322	1906	2117	1977	2082	453	483	1096	1258	1278	1388	1353	1332	1328	299
Math	99	298	305	317	780	944	1005	1130	639	609	379	326	318	317	269
Social Studies	46	437	466	492	21,033	21,122	21,470	27,470	27,986	28,192	29,602	29,489	29,494	29,480	1,325
Science	396	725	1396	1242	1601	2077	2352	5799	5710	5802	5903	5895	5978	5869	1247
The Arts	30	271	285	294	31,851	31,985	32,456	33,078	33,037	33,053	33,255	33,258	33,187	33,187	828
Health/PE	172	234	197	242	262	260	204	339	369	378	447	434	433	434	69
World Languages	3	184	184	184	175	20	20	24	24	22	163	166	165	164	153

Users can also search for instructional materials in the Learning Registry by using the expand search on the Resources tile. Materials from the Learning Registry can be saved to the Resources tile under "My Docs" and used to assist with classroom instruction.

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AIR EVALUATION

The American Institutes for Research (AIR) is conducting an independent evaluation of Edwin Teaching and Learning and Edwin Analytics. They are seeking to learn what works well and what could be improved about the two Edwin systems. AIR is collecting information through interviews, surveys, and focus groups. All data collected by AIR are confidential and will not be used to evaluate educators, schools, or districts. Please contact the Project Manager at AIR, Erin Haynes (ehaynes@air.org), for more information, or if you would like to participate in the evaluation.

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TECHNOLOGY UPDATES

All districts where SIF (Schools Interoperability Framework) was implemented should have their data flowing in a near real time fashion from their SIS (Student Information System) to the state and to Edwin Teaching & Learning. The districts that were using the system last year were also rolled over to SY14-15. If districts find data issues in ET&L they should report them to:

1. their district data person who can then work with the district SIS vendor and Thinkgate Support (support@thinkgate.com) for resolution
2. if issues are not resolved in a timely manner they can be escalated to the Edwin T&L Inbox (EdwinT&L@doe.mass.edu)

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Single Sign-On (SSO)

The State is also working on enabling Single Sign-On (SSO) capability which will make it possible for educators to access Edwin Teaching & Learning, Edwin Analytics and PBS Learning Media by logging in to their district SIS and being able to navigate to these state offerings without needing additional logins. We will be talking more about this at the statewide Roadshows in November where we will be able to show you how this functionality works.

Student Information System(SIS)

There is now a state SIS for districts who may want to explore that option. If you are attending MassCUE 10/22 – 10/23, please visit the LearnLaunch demo room for a hands-on trial of the School Brains student information system.

SchoolBrains is a truly integrated solution available as a package or by module that may be completely customized to fit the unique requirements of every district. SchoolBrains empowers educators to make instant, data-driven decisions that impact student performance by providing a collaborative environment for parents, teachers, students, and administrators to work together in preparing 21st century learners.

For more information, email William Holscher wholscher@doe.mass.edu.

The Statewide SIS SaaS Difference:

MA Hosted Core Subscription	Year 1	Year 2	Year 3	Average Price
Up to 15,000 students	\$11.00	\$11.00	\$11.00	\$11.00
15,001 to 50,000 students	\$10.60	\$10.60	\$10.60	\$10.60
50,001 to 100,000 students	\$9.00	\$9.00	\$9.00	\$9.00
100,001 to 250,000 students	\$7.00	\$7.00	\$7.00	\$7.00
250,001 to 500,000 students	\$6.00	\$6.00	\$6.00	\$6.00
500,001 to 750,000 students	\$5.00	\$5.00	\$5.00	\$5.00
Over 750,000	\$5.00	\$5.00	\$5.00	\$5.00

Price Per Student (PPS)

- ✓ Save Money under Statewide Contract
- ✓ Annual Price Per Student Declines as additional districts onboard
- ✓ Price includes – Hosting, Training, Data Migration, Configuration and Set-up
- ✓ Integrated solution reduces district plug-in costs
- ✓ Reduced district operational and support costs

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UPCOMING CONFERENCES

Fall Summit

Come and hear different Massachusetts districts share their personal success stories using ET&L, October 2014.

MassCUE

Wednesday and Thursday, October 22nd and 23rd, 2014 at Gillette Stadium.

November Workshops

Join us for an Edwin Workshop!

The Department is hosting a one day workshop to showcase Edwin that will be offered six times at three locations around the state in November. Following feedback from last year's event, this revised workshop format will provide participants with multiple break-out sessions where they can get an overview of the entire Edwin platform (both Analytics and Teaching and Learning), share best practices and learn about additional developments. Participants will leave with a solid understanding of the entire Edwin system, a view of enhancements to the system, and tips on next steps for how to implement Edwin in your district.

See the online registration page for more agenda details: <https://www.surveymonkey.com/s/3MKQFCD> . The ESE will follow-up with additional logistical information.

When and where will the workshop be offered?

All sessions will take place from 9:00AM-2:45PM:

- * Monday, November 3, 2014 - Holiday Inn Taunton (Taunton, MA)
- * Tuesday, November 4, 2014 - Worcester DCU Center (Worcester, MA)
- * Monday, November 10, 2014 - Doubletree Hotel (Danvers, MA)
- * Wednesday, November 12, 2014 - Worcester DCU Center (Worcester, MA)
- * Tuesday, November 18, 2014 - Holiday Inn Taunton (Taunton, MA)
- * Thursday, November 20, 2014 - Doubletree Hotel (Danvers, MA)

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UPCOMING EDWIN TEACHING AND LEARNING WEBINARS

Thinkgate is hosting a series of training webinars to help you better utilize the Edwin Teaching & Learning system.

Webinar topics include:

- Accessing Edwin Teaching & Learning
- Entering External Assessments
- Assessment Creation: What is 'Make It Quick'?
- Assessment Creation: What is 'Create My Own'?
- Assessment Results for Administrators
- Assessment Results for Teachers
- Assessment Administration - Paper/Pencil
- Assessment Administration - Online
- Images and Addendums
- Performance and Observational Assessments
- Edwin Teaching & Learning Instruction - Accessing all of your Instructional Materials (curriculum maps, unit/lesson plans, digital resources, state MCUs)

[Click here](#) to view dates and times for each session and register.

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Contact Us:

Edwint&l@doe.mass.edu



Town of Arlington, Massachusetts

Student Achievement Goal 2014-2015 Superintendent Annual Educator Plan Submitted by: Kathleen Bodie December 2014

Summary:

**Student Achievement Goal
2014-2015
Superintendent Annual Educator Plan
Submitted by: Kathleen Bodie
December 2014**

Student Achievement Goal: Student performance on MCAS 2015 for high need students at all levels and at each grade tested will improve from the MCAS baseline in 2014.

Key Actions:

1. Grade level and department data teams will be supported with time and analytic tools to analyze student performance data, monitor progress, and design and modify lesson plans to support all learners, particularly students who struggle.
2. Team of three substitutes will be hired to provide coverage for elementary teachers to participate in data team meetings on a regular basis. The team will circulate among the elementary schools, providing substitute coverage approximately every seven school days at each school. The team will meet on an on-going basis with the Assistant Superintendent to design common grade-level lessons.
3. Middle school teachers will meet during departmental common planning time to review and analyze student performance data and design and modify curriculum to scaffold or reteach concepts and skills not mastered.
4. High school teachers will be provided time during department meetings to review and analyze student performance data and revise curriculum as needed. The focus of PLCs will be student performance in specific courses.
5. Math and ELA curriculum leaders will facilitate curriculum working sessions with teachers K – 12 over the summer to include, but not be limited to, review of curriculum maps to ensure alignment with Common Core state standards, integration of literacy requirements for Common Core into Science, Social Studies and mathematics, review and update of common assessments, including DDMs.
6. Teachers in Grades K – 5 will have at least two professional development workshops during the early release days in 2014-2015 to focusing on math content and implementation of math practices standards of the Common Core. The professional development sessions will also include preparation for changes in curricula due to changes in MCAS as it focuses solely on the Common Core.
7. Teachers K-5 will have at least two professional development workshops during early release days in 2014-2015 focused on close reading and writing.
8. Mathematics coaches at the elementary level will provide regular in- classroom coaching sessions with classroom teachers to ensure fidelity with the district curricula and the Common Core.
9. DDMs will be administered during the year in all disciplines, reviewed and analyzed. The results will be used to adjust and modify instruction to help students learn the content standards.
10. The Special Education Coordinator and Principal will support student performance goals/RTI by mutual attendance at Student Support Team weekly meetings.
11. Substantially separate mathematics classes will become a co-taught inclusion model with the addition of general education students at the appropriate skill level.
12. At the middle school, a content teacher will be paired with an SLC teacher for substantially separate classes in Mathematics

Benchmark:

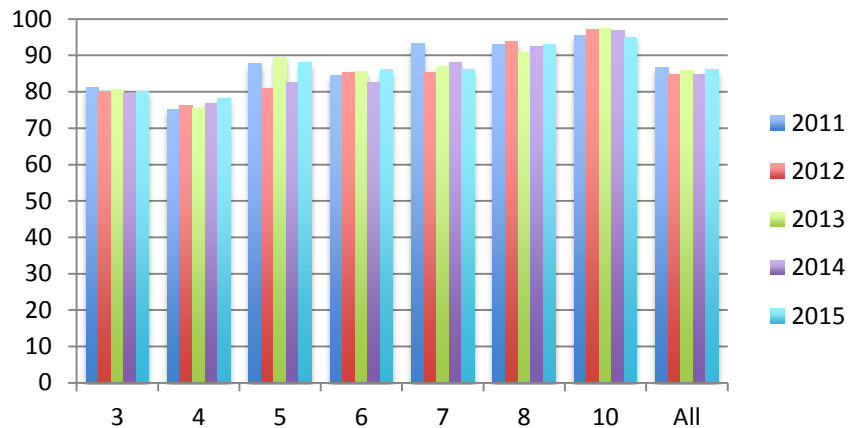
The student achievement scores in mathematics on the 2015 MCAS will improve at all levels for the high needs subgroup from the MCAS baseline in 2014.

ATTACHMENTS:

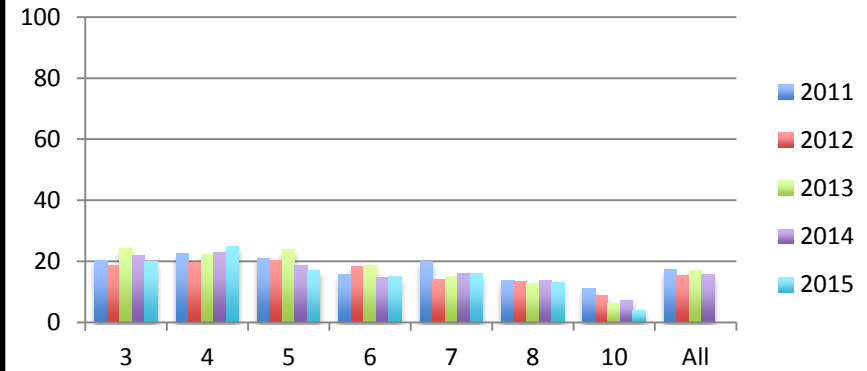
Type	Description
▣ Reference Material	District MCAS Trends Achievement Goal
▣ Reference Material	MCAS Results 2015
▣ Reference Material	Summer Professional Development
▣ Reference Material	2014-2015 Professional Development
▣ Reference Material	Data Team schedule for Elem Teachers Sept - June
▣ Reference Material	Data Team Names

District MCAS Results
ELA & Math
% Proficient and Advanced
All Students &
High Needs Students

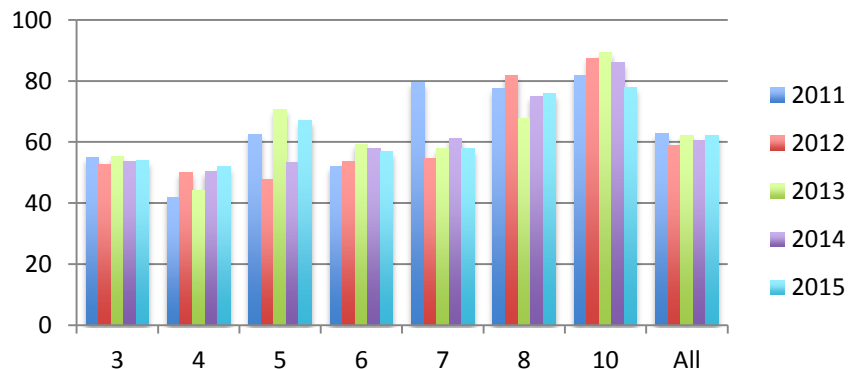
**ELA APS All Students % Prof&Adv
2011-2015 by Grade**



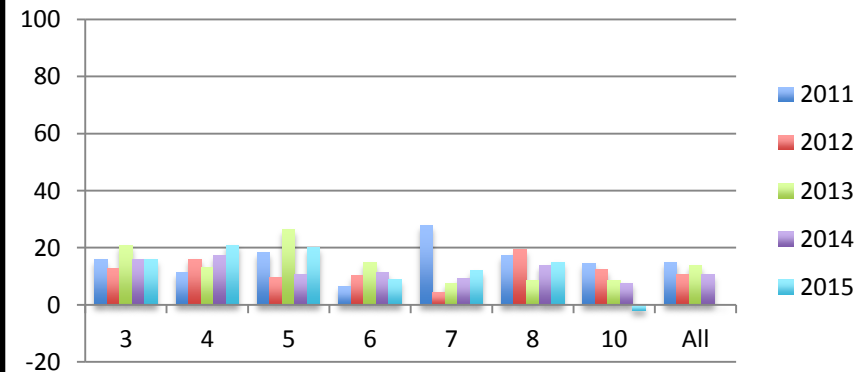
**ELA APS All Students Gap from
State % Prof&Adv
2011-2015 by Grade**



**ELA APS High Needs Students %
Prof&Adv
2011-2015 by Grade**

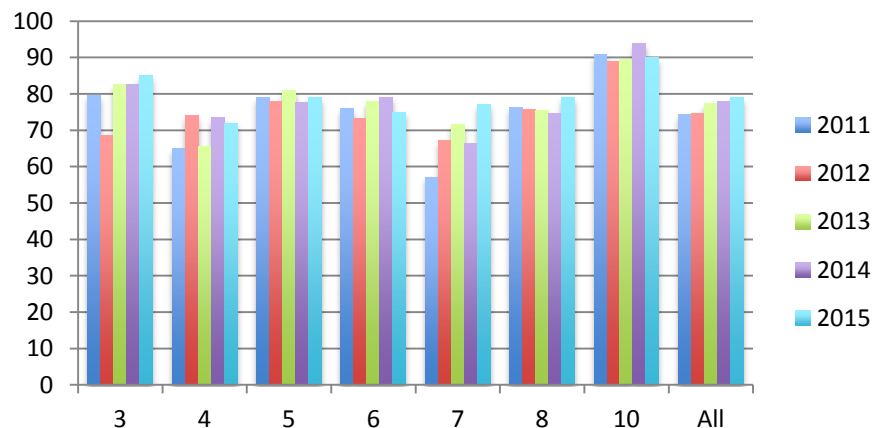


**ELA APS High Needs Students Gap
from the State % Prof&Adv 2011-
2015 by Grade**

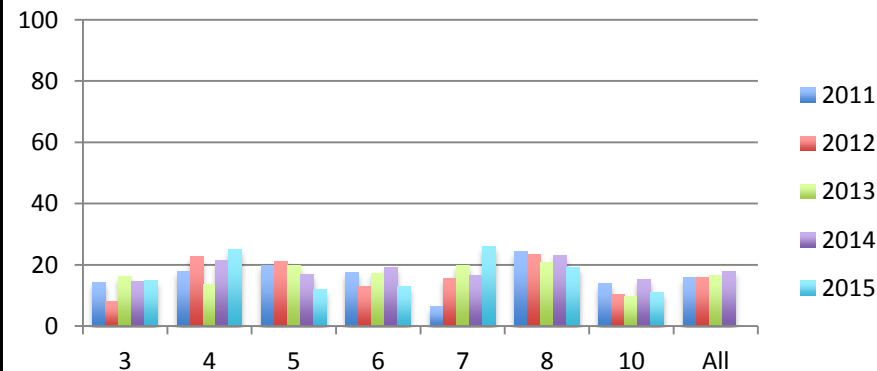


Math

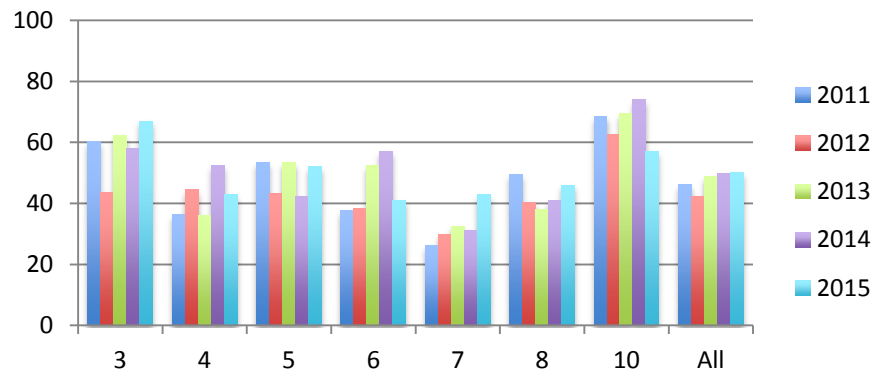
**Math APS All Students % Prof&Adv
2011-2015 by Grade**



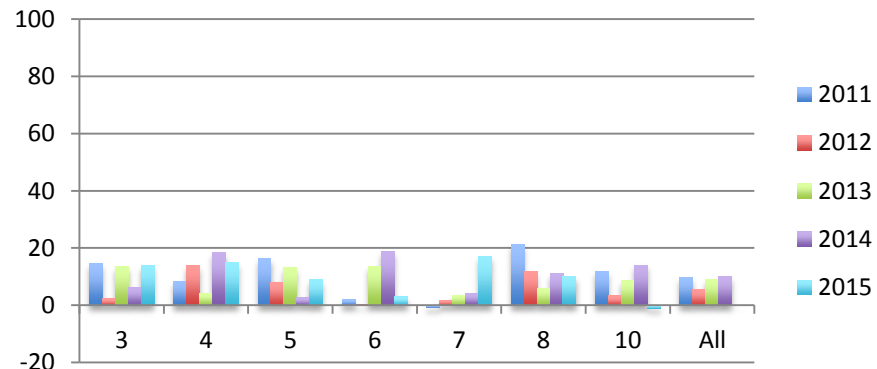
**Math APS All Students Gap from
State % Prof&Adv
2011-2015 by Grade**



**Math APS High Needs Students %
Prof&Adv
2011-2015 by Grade**



**Math APS High Needs Students
Gap from the State % Prof&Adv
2011-2015 by Grade**



Massachusetts Comprehensive Assessment System (MCAS)

Arlington Public Schools MCAS Analysis 2015

Presented by: Dr. Laura Chesson, Assistant Superintendent

Agenda

- ELA Results: District and Grade-Level
- Math Results: District and Grade-Level
- Science Results: District and Grade Level
- Plans for the 2015 - 2016 School Year

Student Growth Percentile By Grade

Median SGP for ELA and Math by Grade

	ELA	Math
Grade 4*	59	59
Grade 5*	58	55
Grade 6	59	49.5
Grade 7	53.5	54
Grade 8	68	65.5
Grade 10	48.5	50

* District median

Elementary SGP By

School	Grade 4		Grade 5	
	ELA	Math	ELA	Math
Bishop	48	64.5	56	55
Brackett	69	79	44.5	42.0
Dallin	54	53	58.5	62.5
Hardy	58	38	61.5	54.5
Peirce	59	79	64	59.5
Stratton	57	54	58	41
Thompson	82.5	38	31.5	59
Median	59	59	58	55

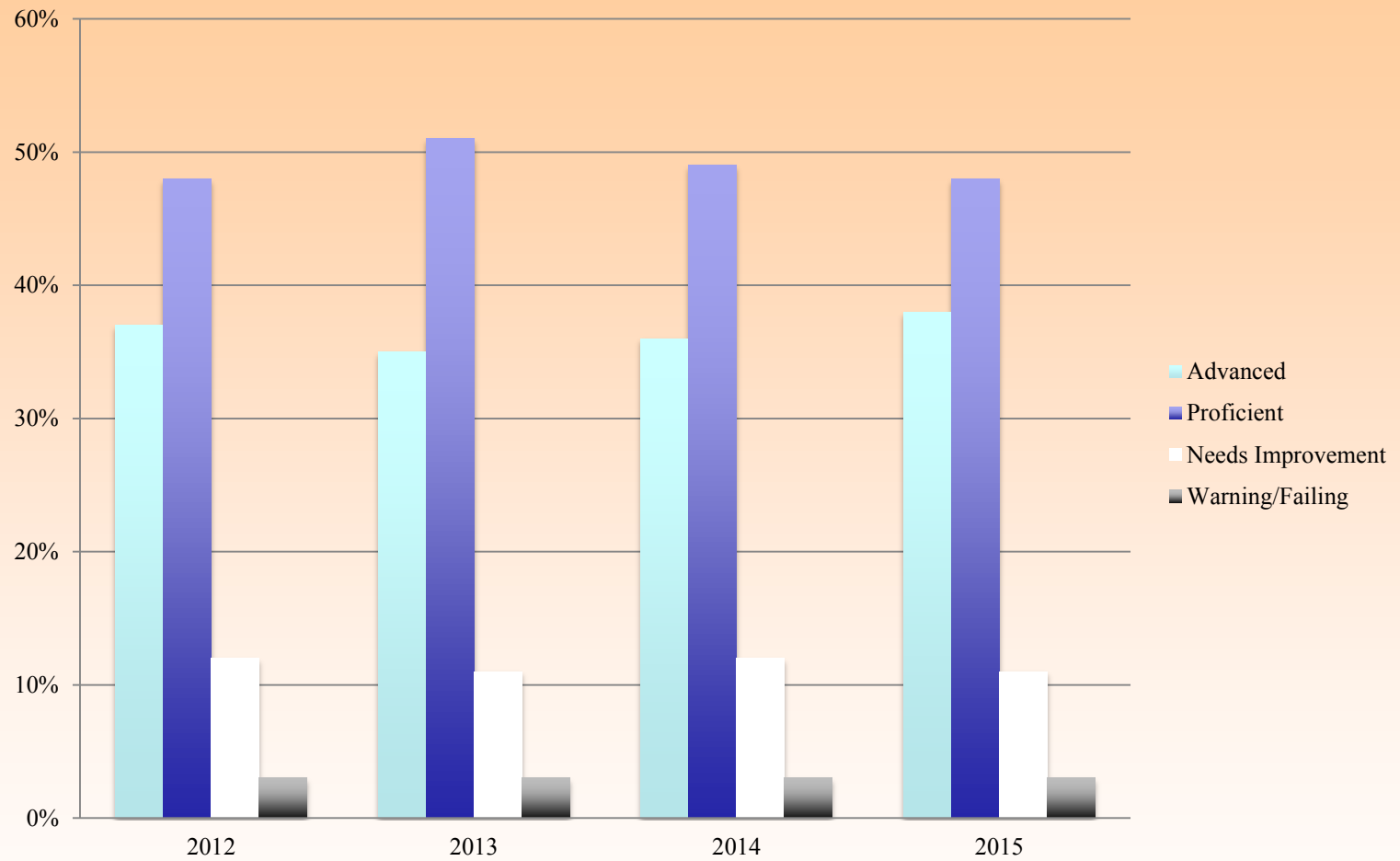
2015 District ELA

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Overall District Performance - ELA

	2012		2013		2014		2015	
	District	State	District	State	District	State	District	State
A & P	85%	69%	86%	69%	85%	70%	86%	
CPI	94.5	86.7	94.9	86.8	94.2	86.7	94.5	
Median SGP	54.0	50.0	56.0	51.0	56.0	50.0	58	

District ELA Performance Over Time



Students Scoring Advanced District vs. State

	Gr. 3			Gr. 4*			Gr. 5		
	District	State	Diff. with State	District	State	Diff. with State	District	State	Diff. with State
2006	35%	18%	17%	19%	8%	11%	30%	15%	15%
2007	26%	14%	12%	24%	10%	14%	31%	15%	16%
2008	37%	15%	22%	18%	8%	10%	30%	13%	17%
2009	27%	12%	15%	31%	11%	20%	37%	15%	22%
2010	29%	14%	15%	33%	11%	22%	43%	16%	27%
2011	22%	11%	11%	20%	10%	10%	40%	17%	23%
2012	31%	15%	16%	26%	13%	13%	34%	17%	17%
2013	26%	12%	14%	23%	10%	13%	41%	18%	23%
2014	27%	12%	15%	32%	13%	19%	33%	18%	15%
2105	23%	11%	12%	37%	19%	18%	42%	23%	19%
Avg.			15%			15%			19%

Students Scoring Advanced District vs. State

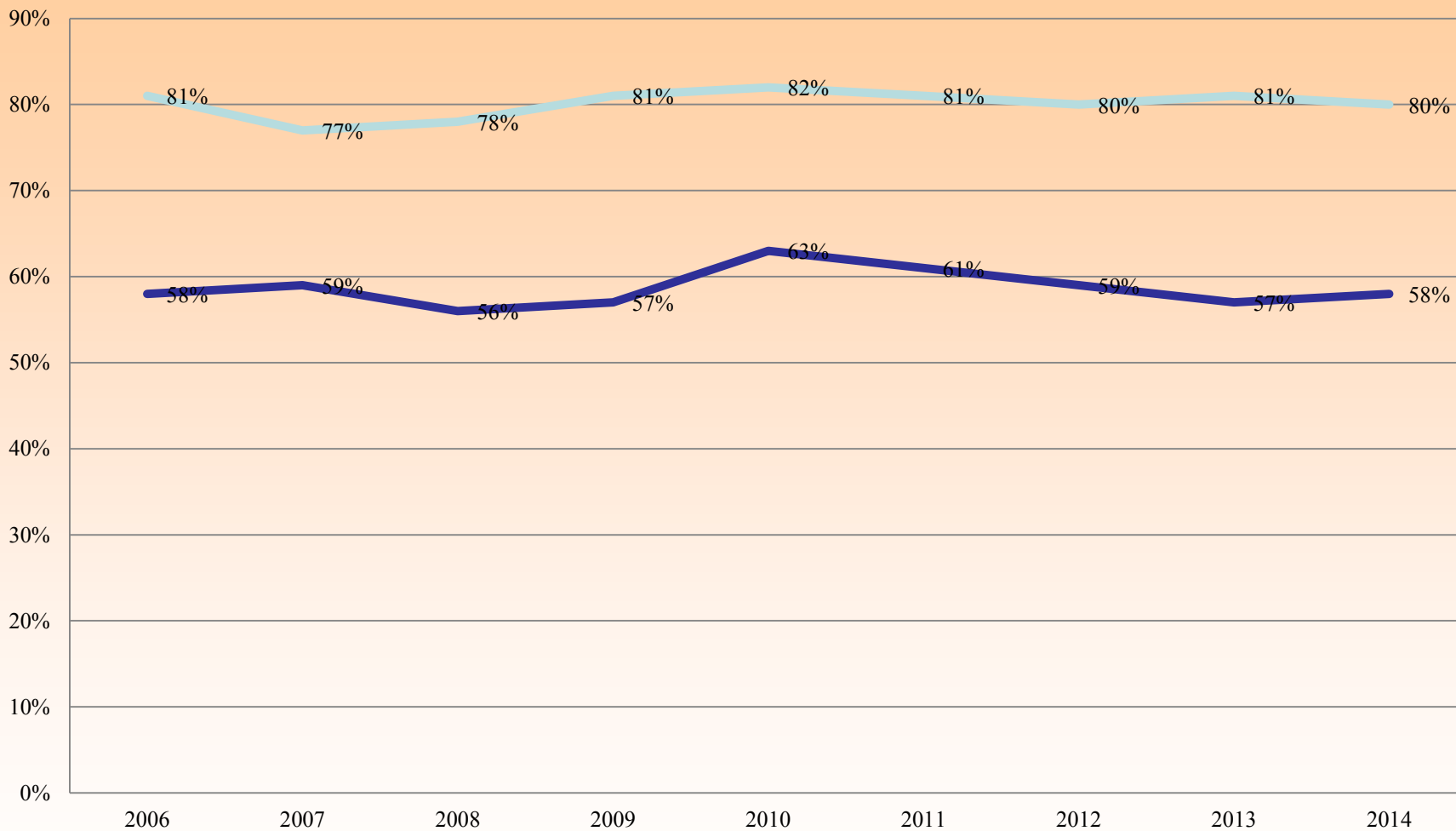
	Gr. 6			Gr. 7*			Gr. 8		
	District	State	Diff. with State	District	State	Diff. with State	District	State	Diff. with State
206	20%	10%	10%	10%	10%	0%	23%	12%	11%
2007	21%	9%	12%	16%	9%	7%	29%	12%	17%
2008	32%	15%	17%	24%	12%	12%	23%	12%	11%
2009	31%	16%	15%	25%	14%	11%	35%	15%	20%
2010	30%	15%	15%	23%	11%	12%	42%	17%	25%
2011	39%	17%	22%	36%	14%	22%	45%	20%	25%
2012	40%	18%	22%	37%	15%	22%	38%	18%	20%
2013	28%	16%	12%	22%	12%	10%	46%	20%	26%
2014	29%	16%	13%	30%	11%	19%	37%	14%	23%
2015	38%	19%	19%	22%	9%	13%	55%	26%	29%
Average			16%			13%			21%

Students Scoring Advanced District vs. State

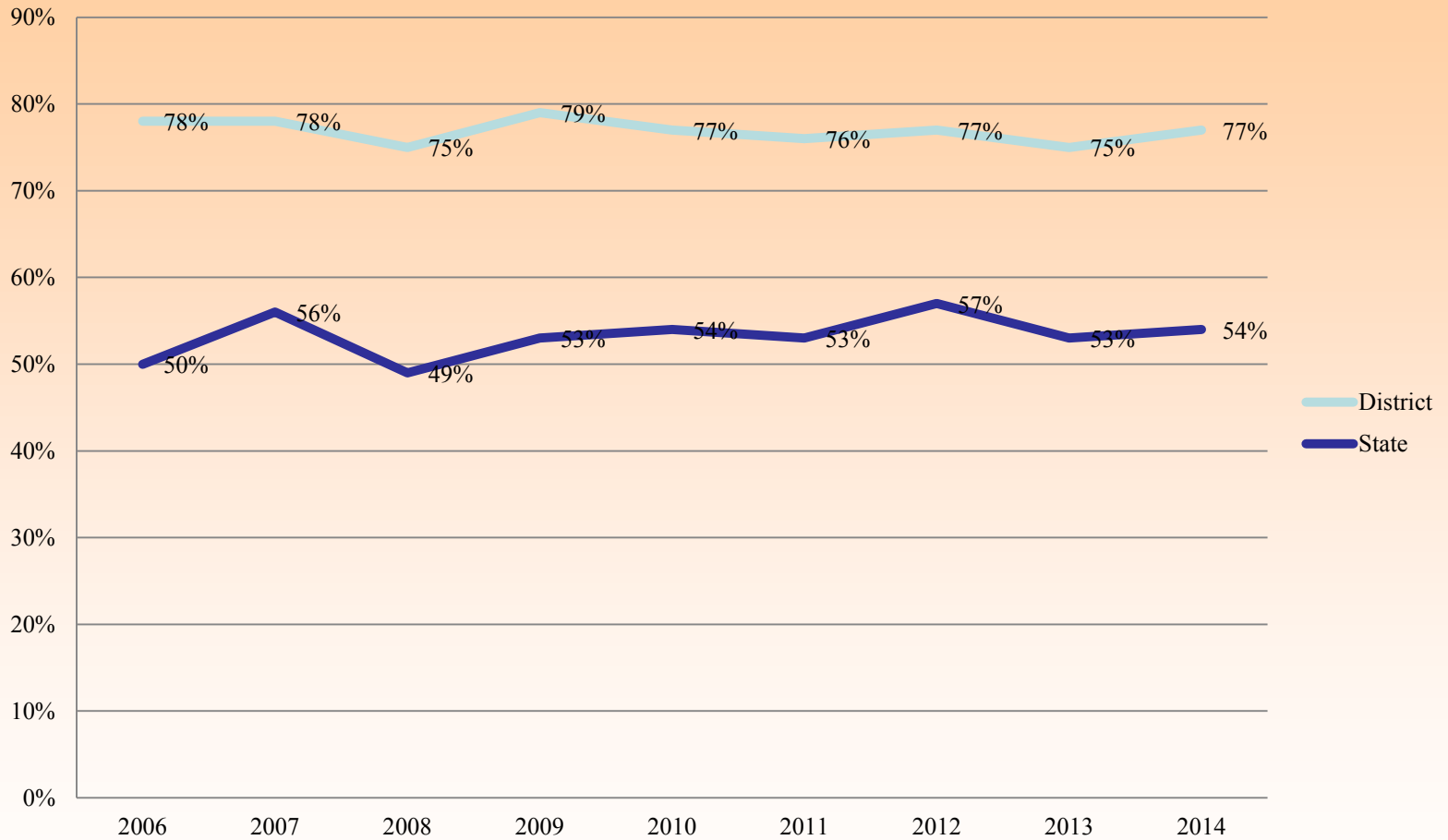
	Gr. 10*		
	District	State	Diff. with State
2006	39%	16%	23%
2007	41%	22%	19%
2008	48%	23%	25%
2009	54%	29%	25%
2010	53%	26%	27%
2011	62%	33%	29%
2012	65%	37%	28%
2013	68%	45%	23%
2014	72%	41%	31%
2015	75%	49%	26%
Average			26%

ELA Performance By Grade Level

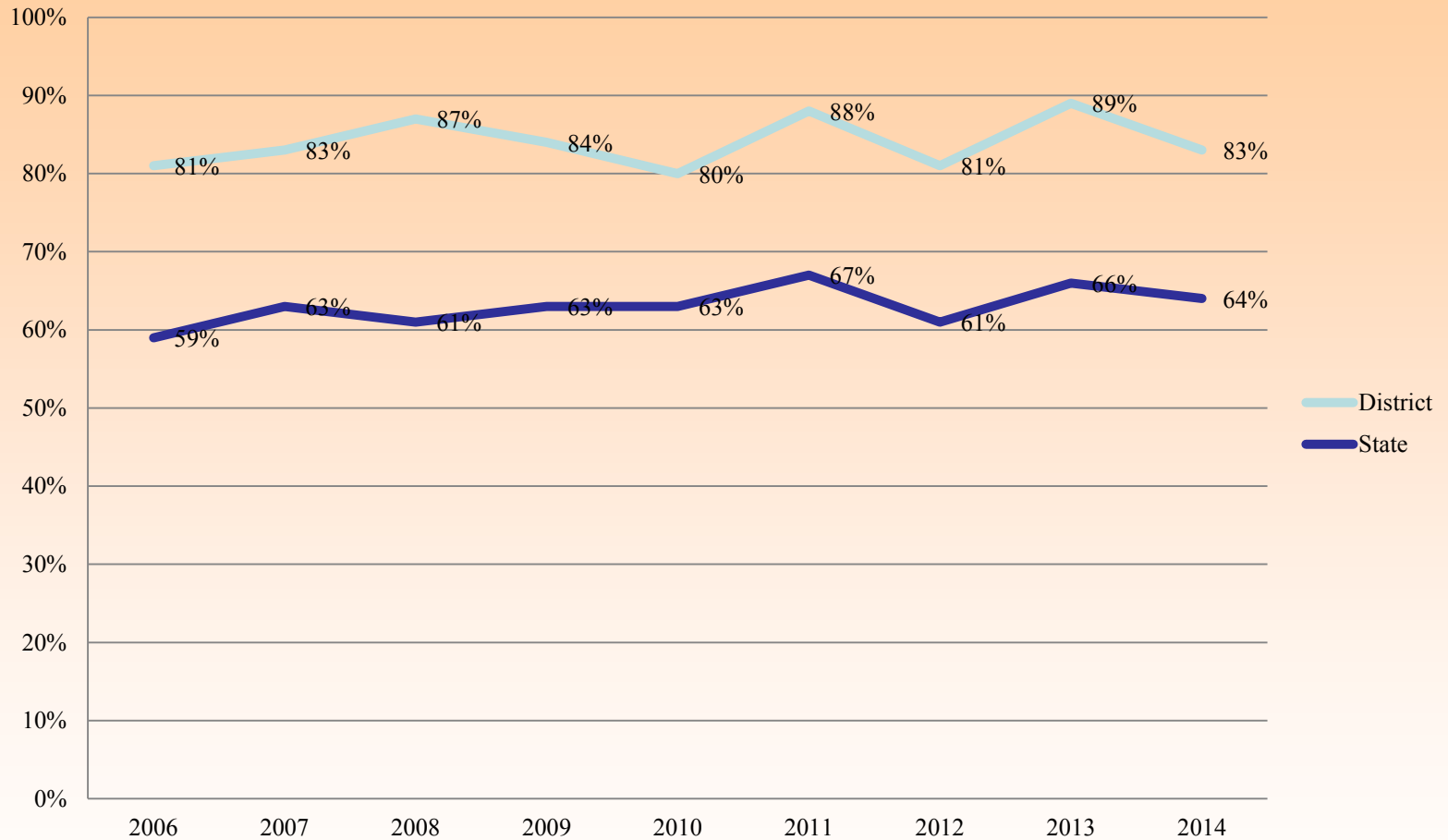
District vs. State ELA Grade 3 Percent Proficient & Advanced



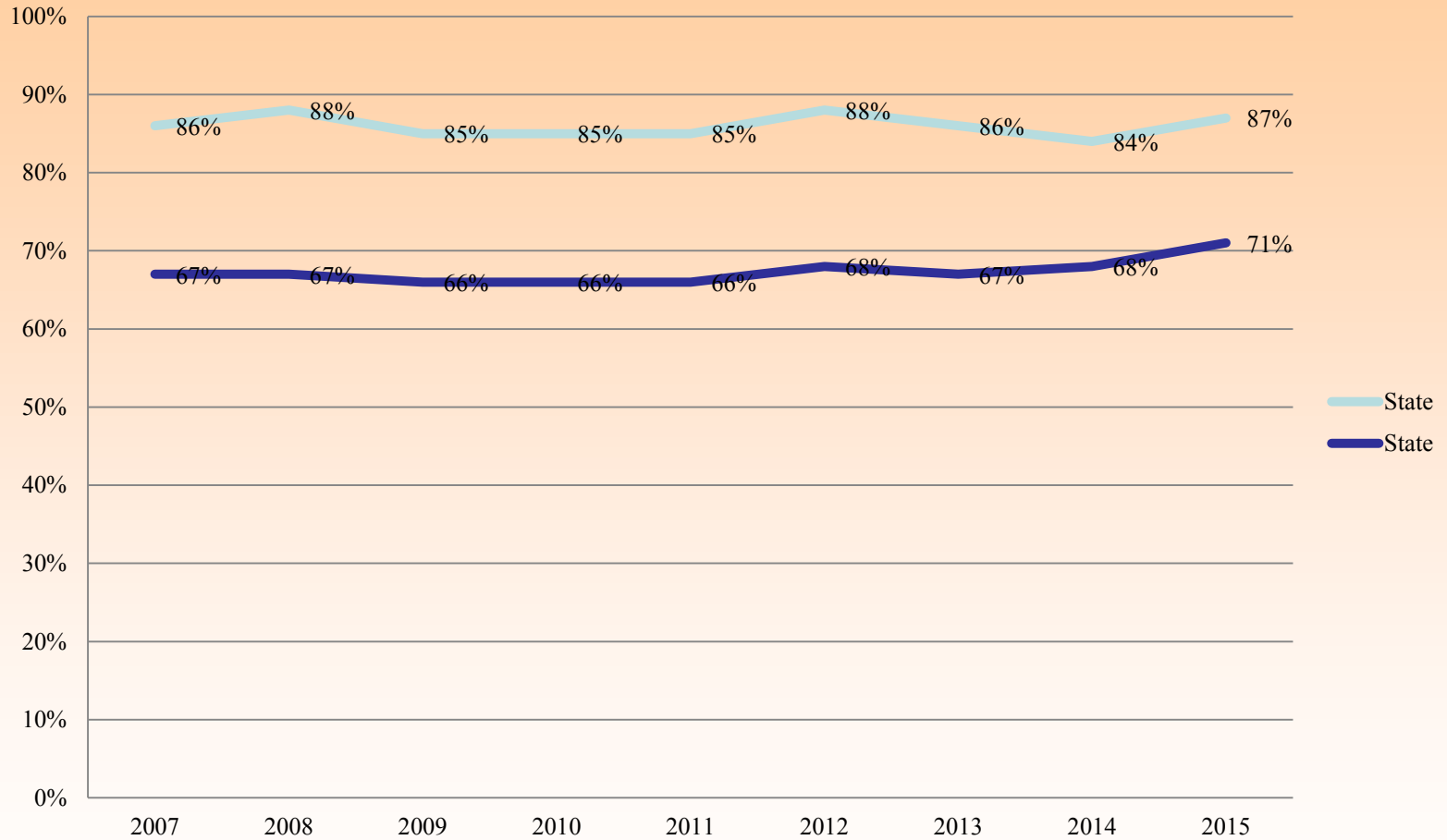
District vs. State ELA Grade 4 Percent Proficient & Advanced



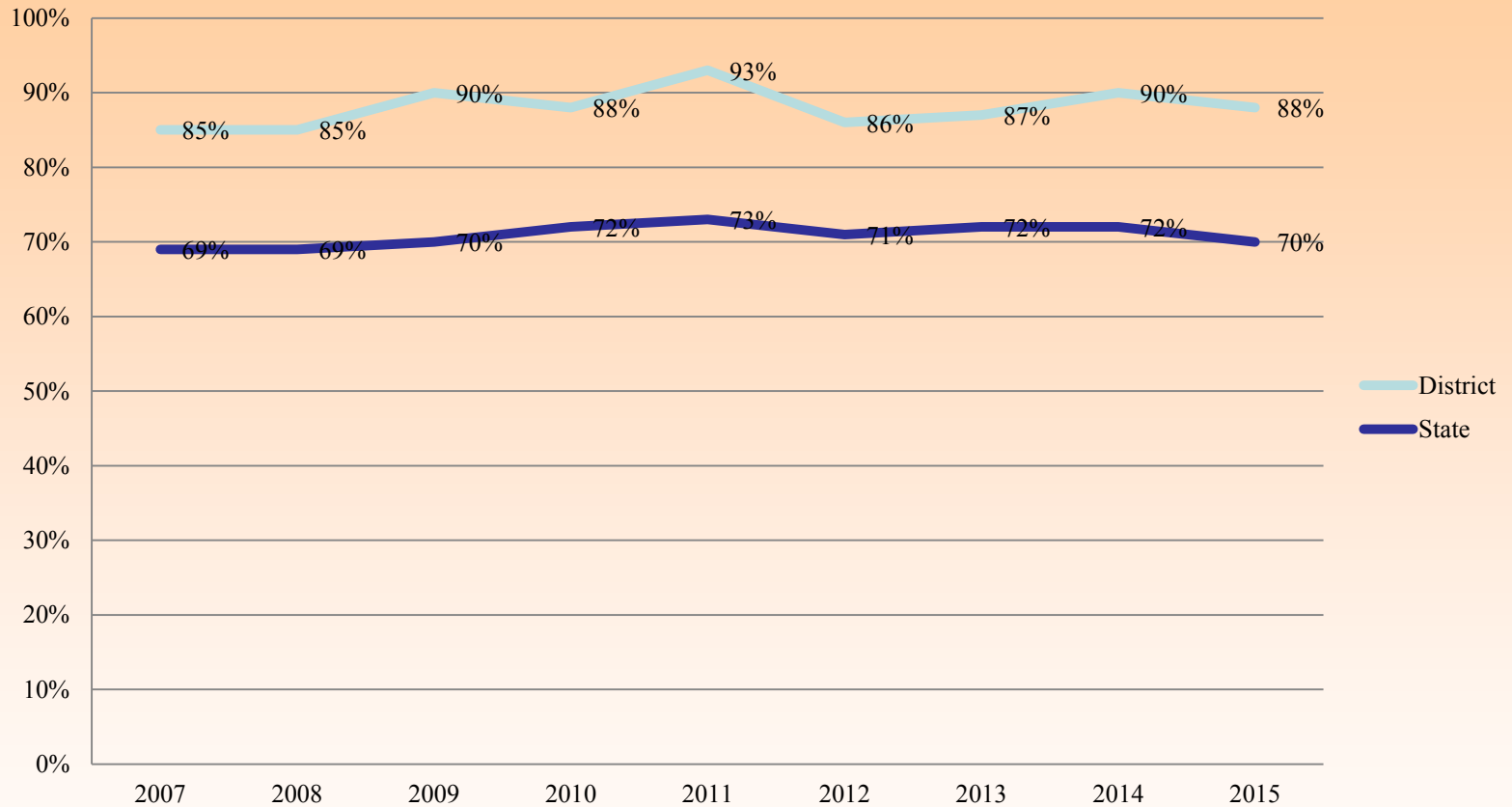
District vs. State ELA Grade 5 Percent Proficient & Advanced



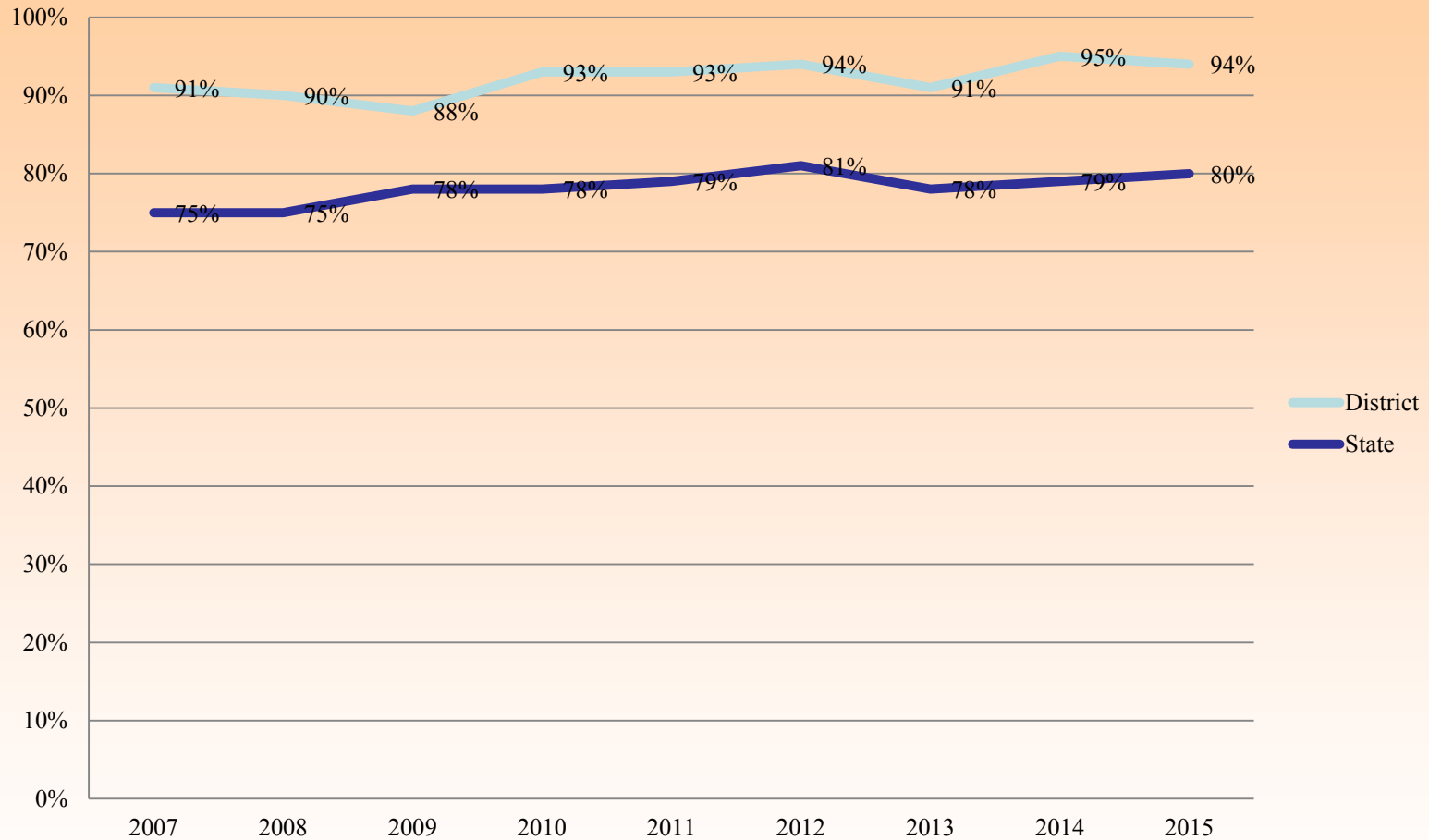
District vs. State ELA Grade 6 Percent Proficient & Advanced



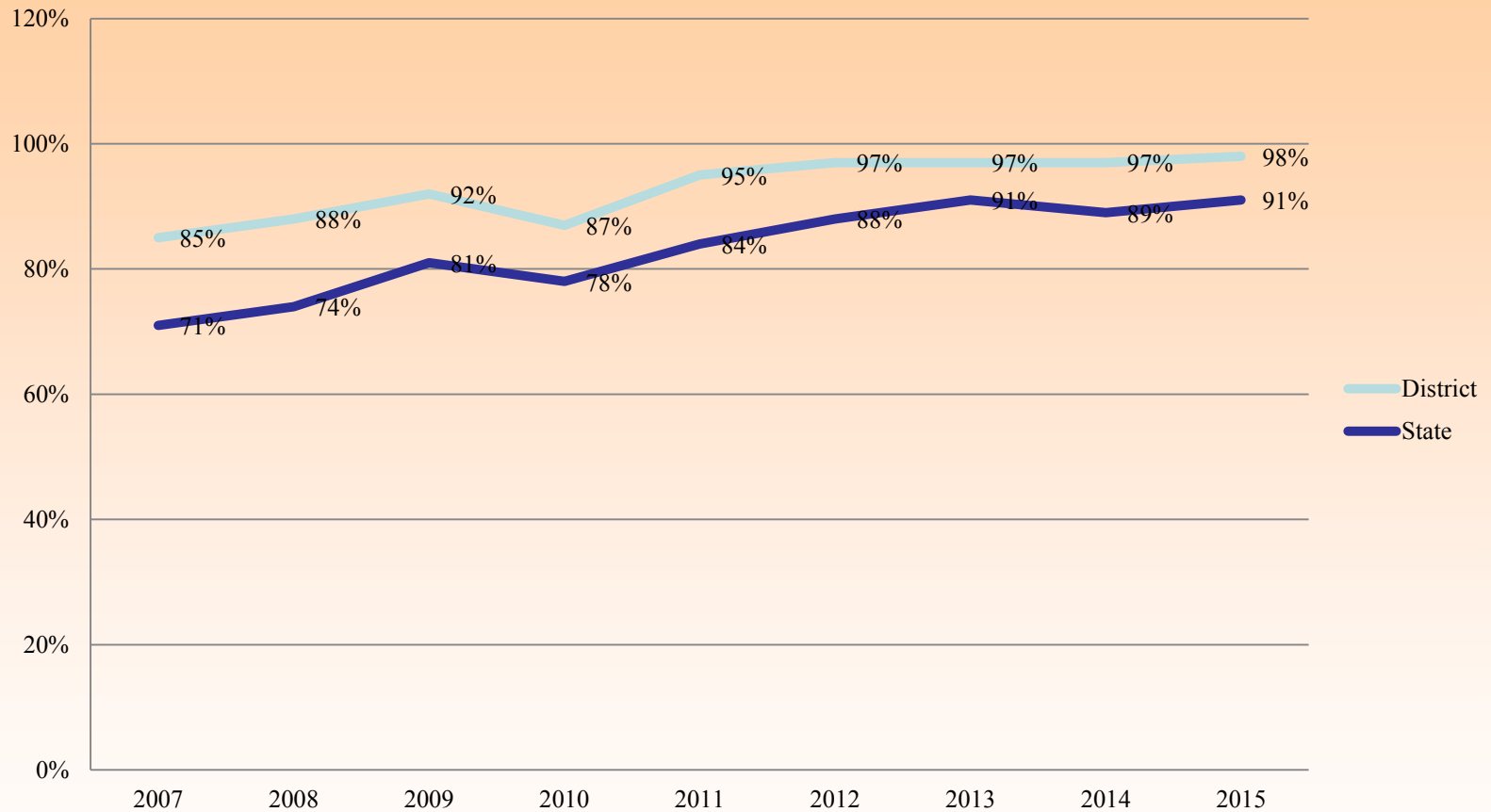
District vs. State ELA Grade 7 Percent Proficient & Advanced



District vs. State ELA Grade 8 Percent Proficient & Advanced



District vs. State ELA Grade 10 Percent Proficient & Advanced



ELA Growth By Grade Level

APS Reading/ELA

Percentage of Student Scoring Advanced

	Gr. 3		Gr. 4*		Gr. 5		Gr. 6		Gr. 7*		Gr. 8		Gr. 10*	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2006	35%	18%	19%	8%	30%	15%	20%	10%	10%	10%	23%	12%	39%	16%
2007	26%	14%	24%	10%	31%	15%	21%	9%	16%	9%	29%	12%	41%	22%
2008	37%	15%	18%	8%	30%	13%	32%	15%	24%	12%	23%	12%	48%	23%
2009	27%	12%	31%	11%	37%	15%	31%	16%	25%	14%	35%	15%	54%	29%
2010	29%	14%	33%	11%	43%	16%	30%	15%	23%	11%	42%	17%	53%	26%
2011	22%	11%	20%	10%	40%	17%	39%	17%	36%	14%	45%	20%	62%	33%
2012	31%	15%	26%	13%	34%	17%	40%	18%	37%	15%	38%	18%	65%	37%
2013	26%	12%	23%	10%	41%	18%	28%	16%	22%	12%	46%	20%	68%	45%
2014	27%	12%	32%	13%	33%	18%	29%	16%	30%	11%	37%	14%	72%	41%
2015	23%	11%	37%	19%	42%	23%	38%	19%	22%	9%	55%	26%	75%	49%

ELA Analysis

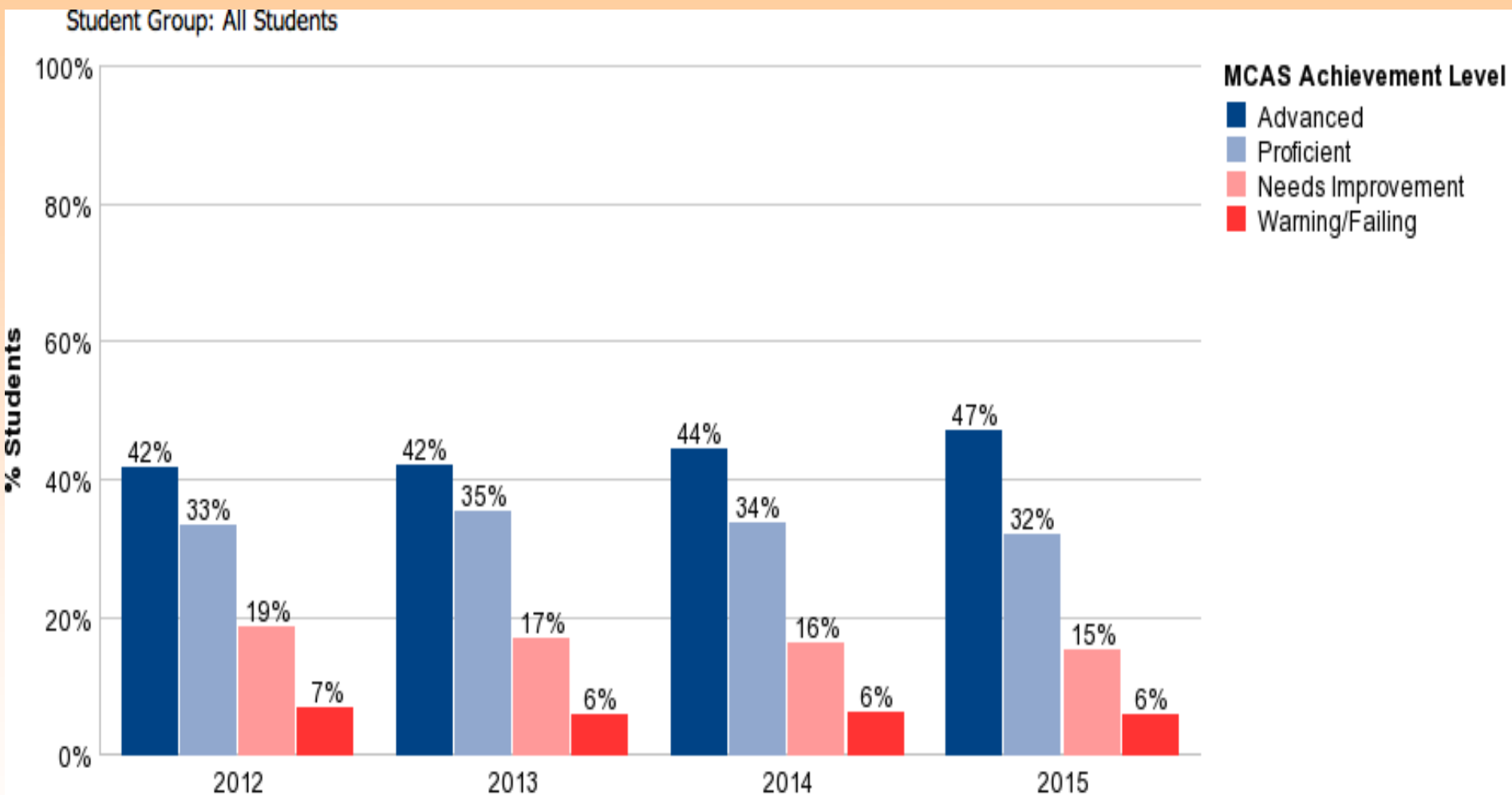
- At elementary level more clearly articulating reading units for specific grade levels.
- Lab program/writing lead teacher PD beginning to have effect.
- Middle school Lucy Calkins training beginning to have impact.

***District Mathematics
2015***

Overall District Performance - MATH

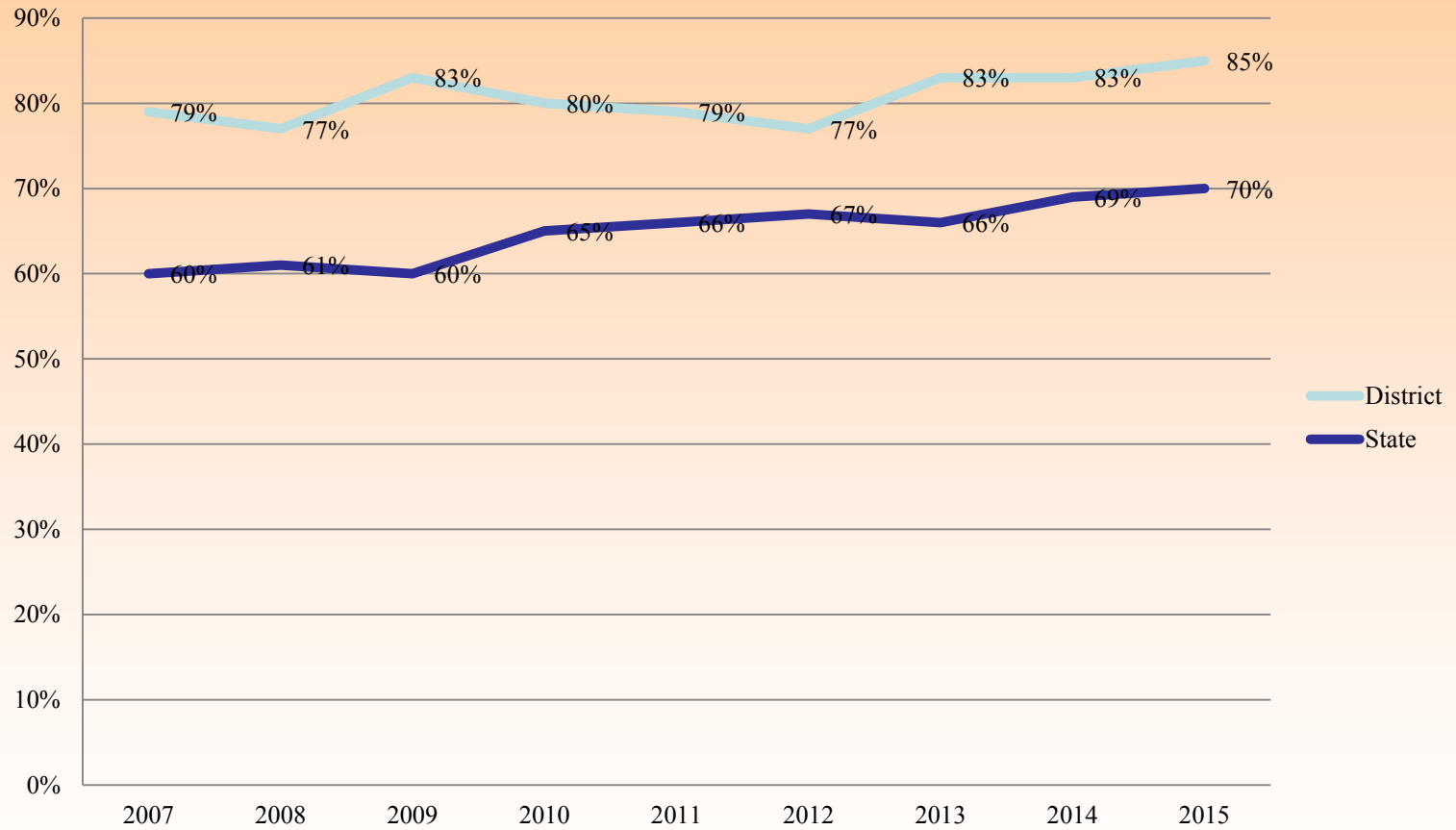
	2011		2012		2013		2014		2015	
	District	State	District	State	District	State	District	State	District	State
A & P	74%	58%	75%	59%	77%	61%	78%	60%	79%	
CPI	89.2	79.9	89.4	79.9	90.4	80.8	90.5	80.3	90.7	
Median SGP	49.0	50.0	57.0	50.0	54.0	51.0	58.0	50.0	56.0	

Math MCAS Over Time

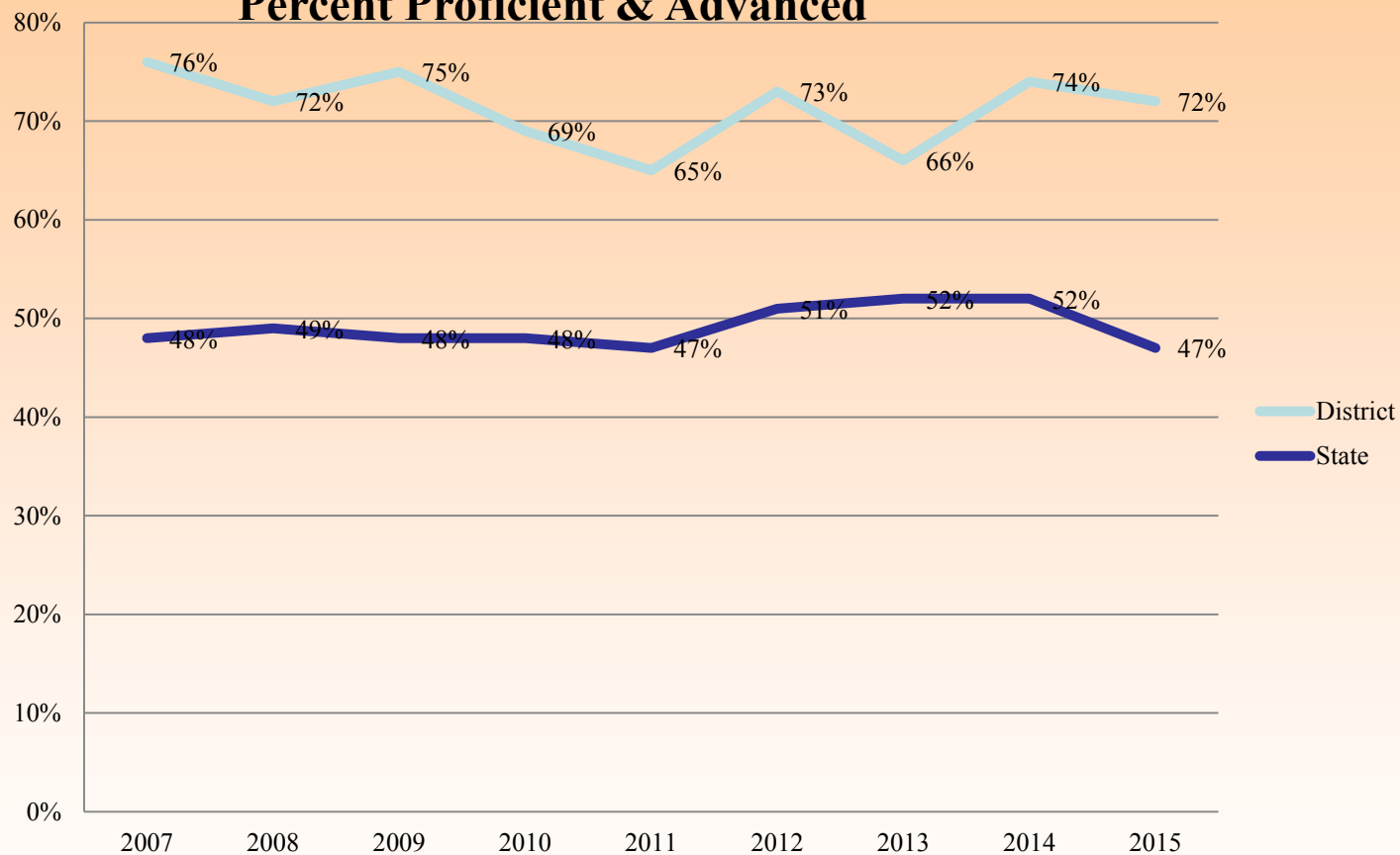


Math MCAS Results By Grade Level

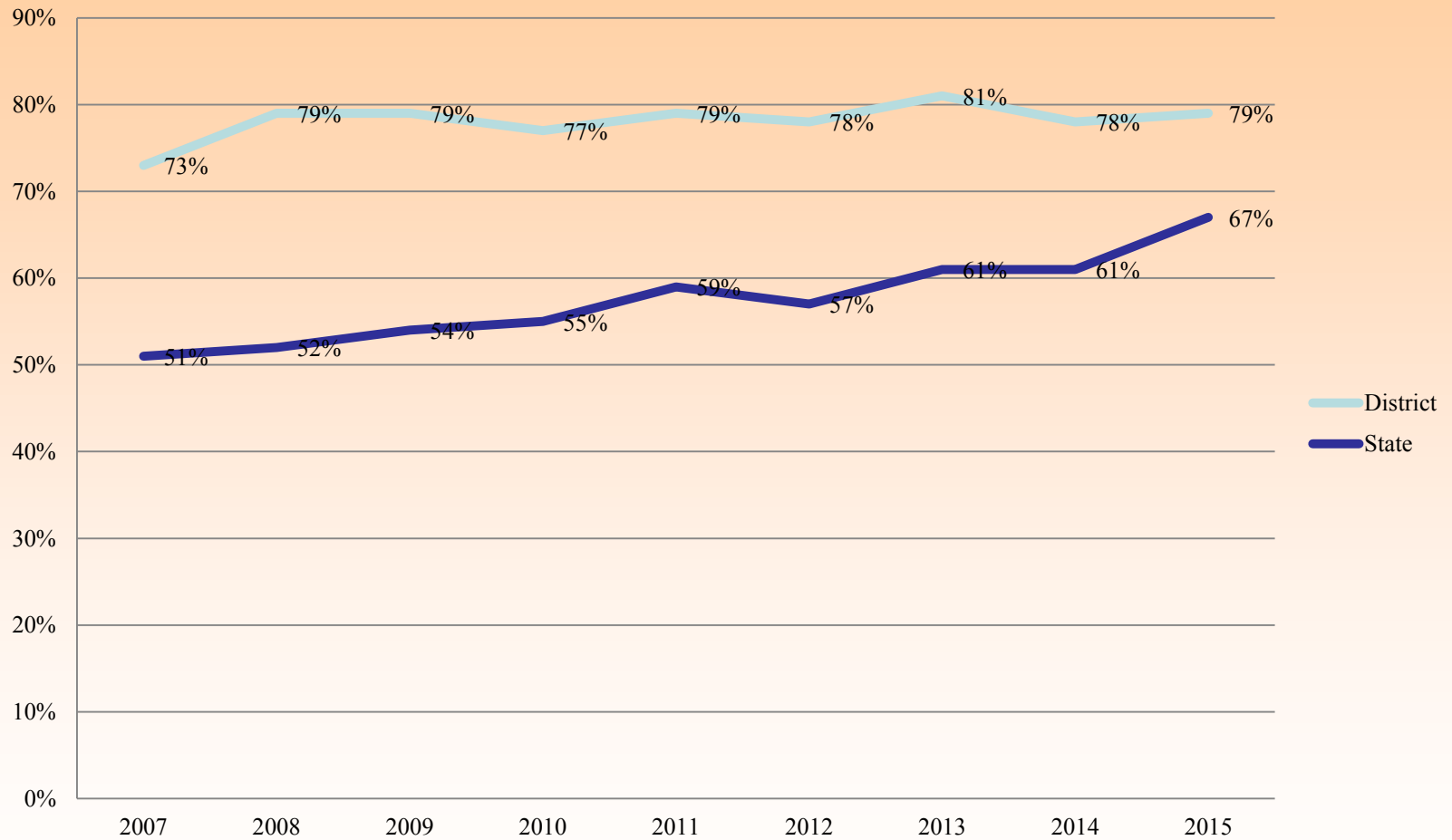
District vs. State Math Grade 3 Percent Proficient & Advanced



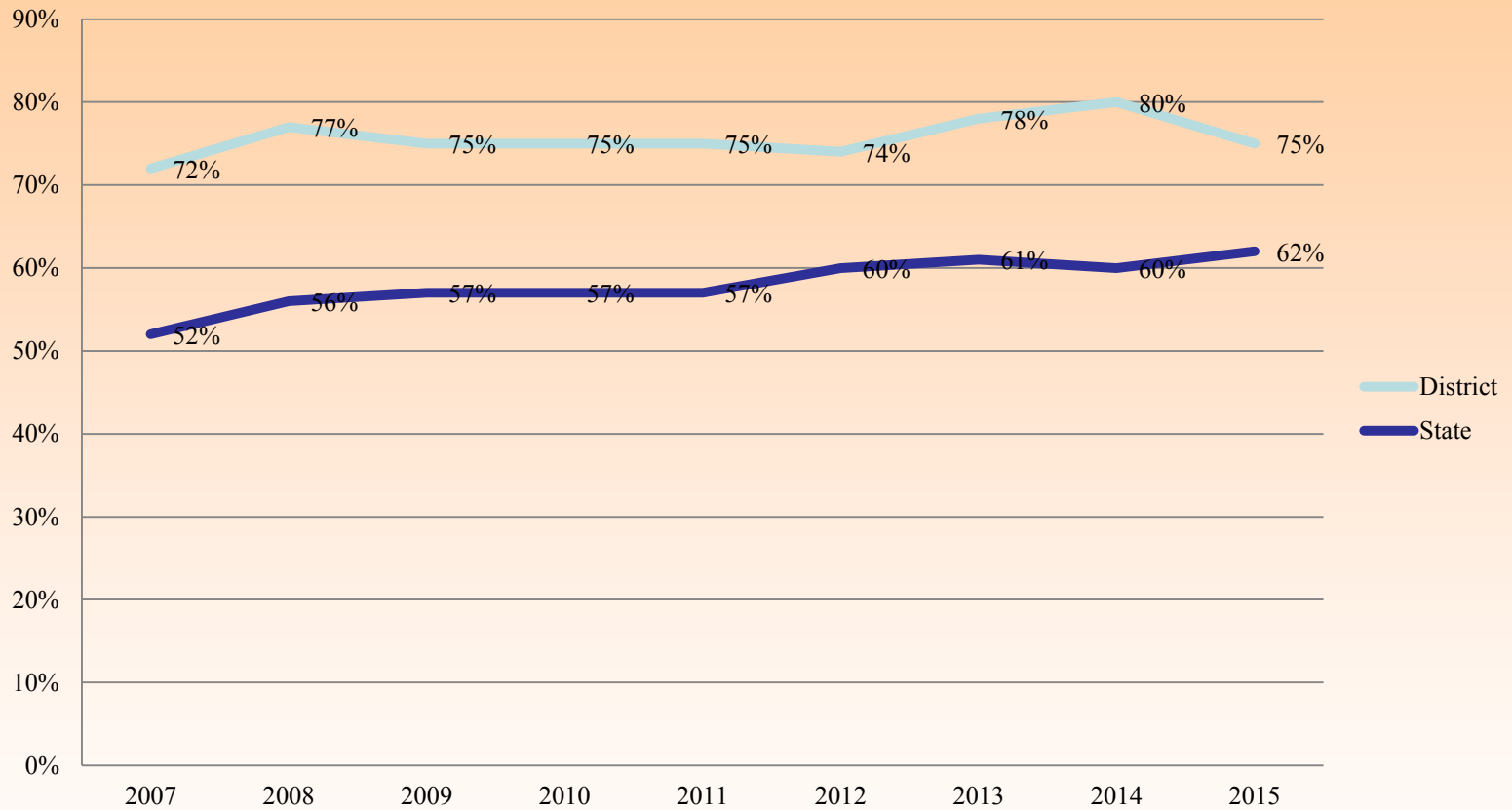
District vs. State Math Grade 4 Percent Proficient & Advanced



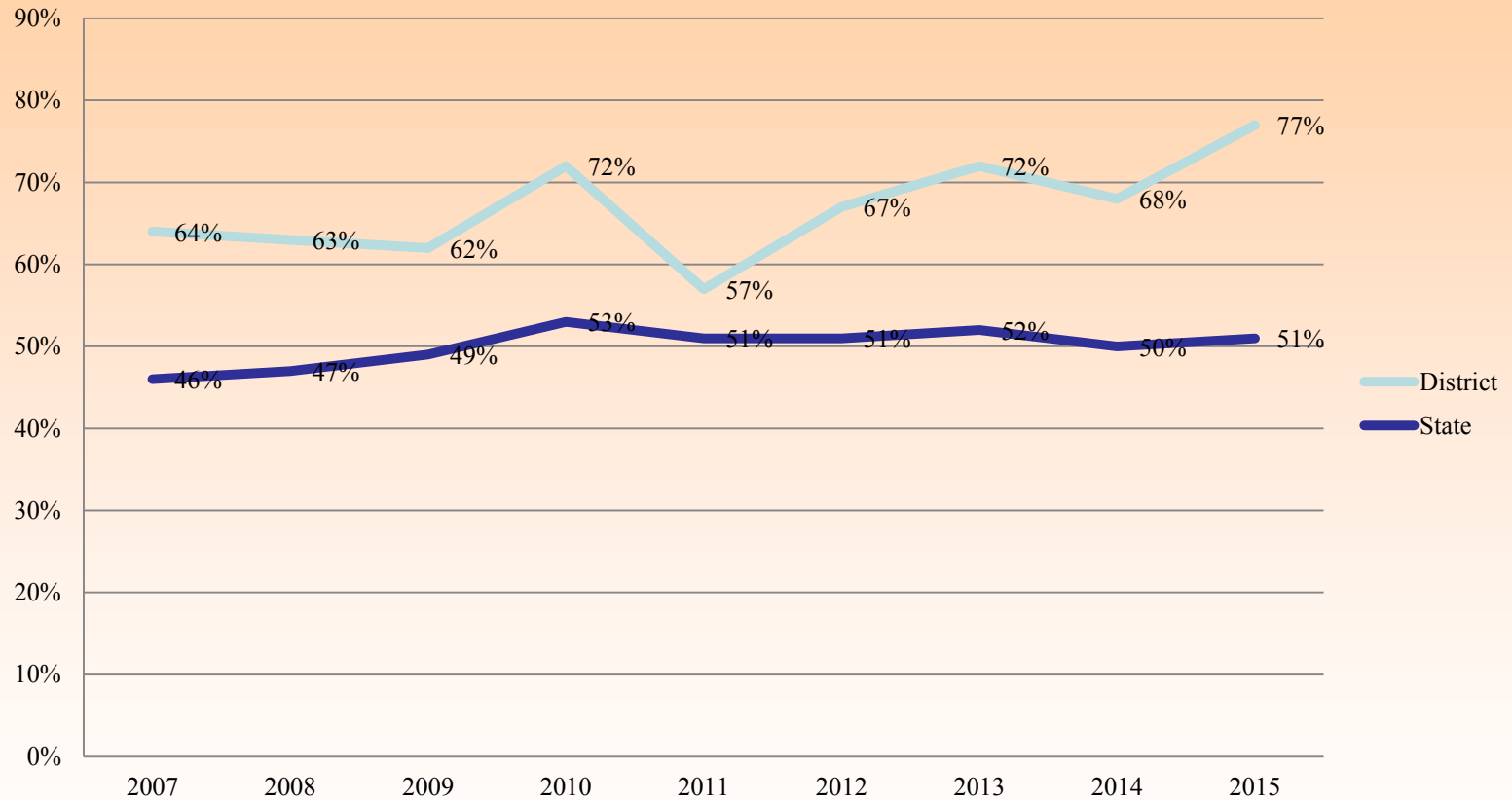
District vs. State Math Grade 5 Percent Proficient & Advanced



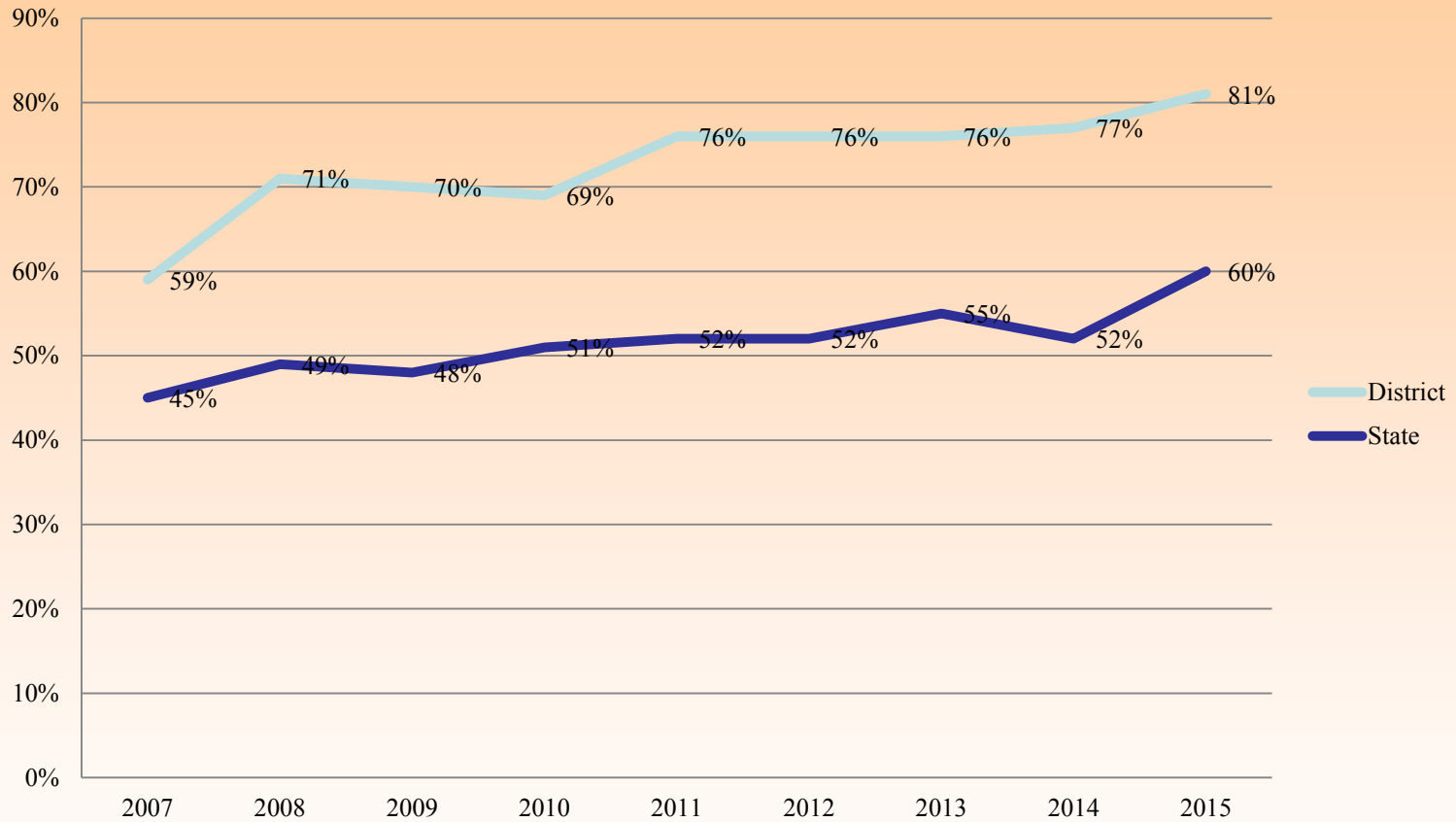
District vs. State Math Grade 6 Percent Proficient & Advanced



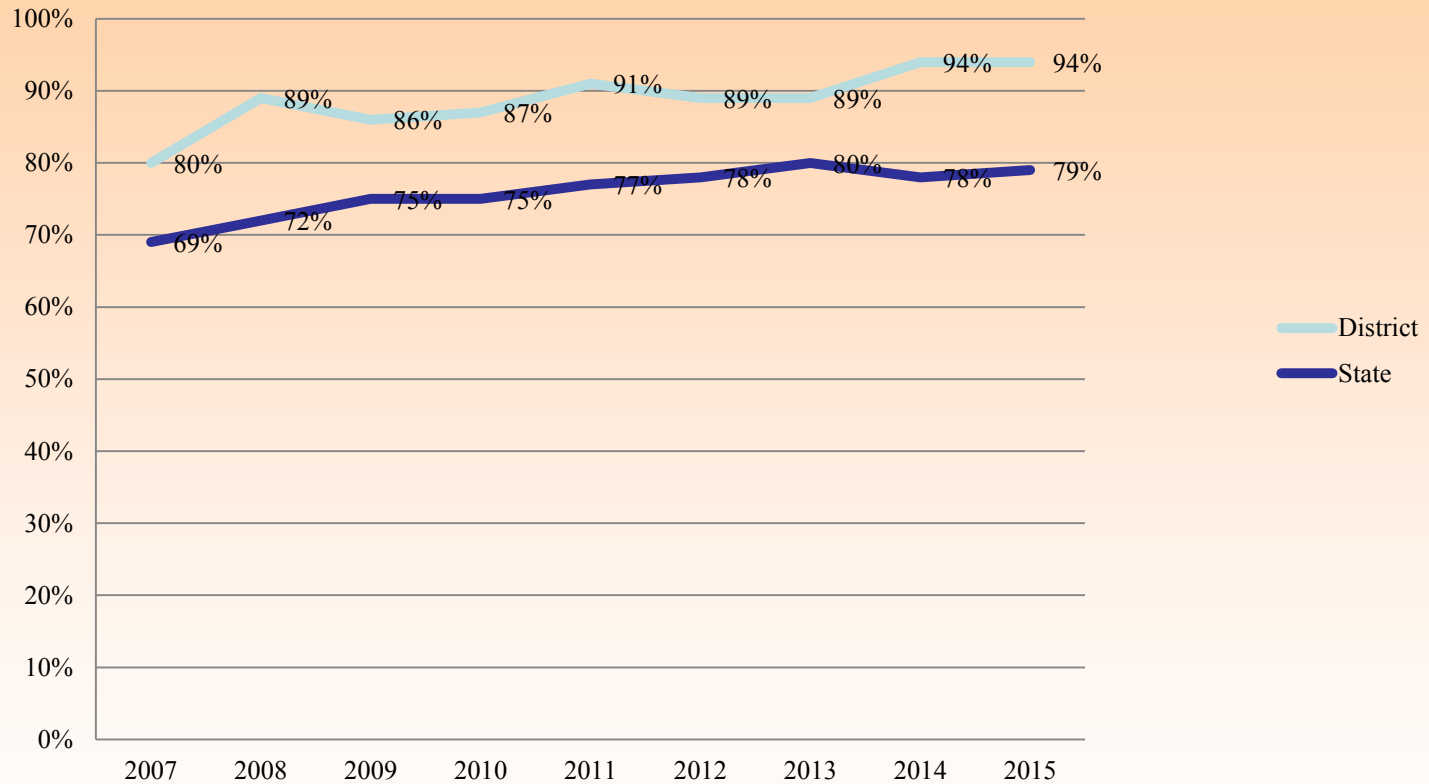
District vs. State Math Grade 7 Percent Proficient & Advanced



District vs. State Math Grade 8 Percent Proficient & Advanced



District vs. State Math Grade 10

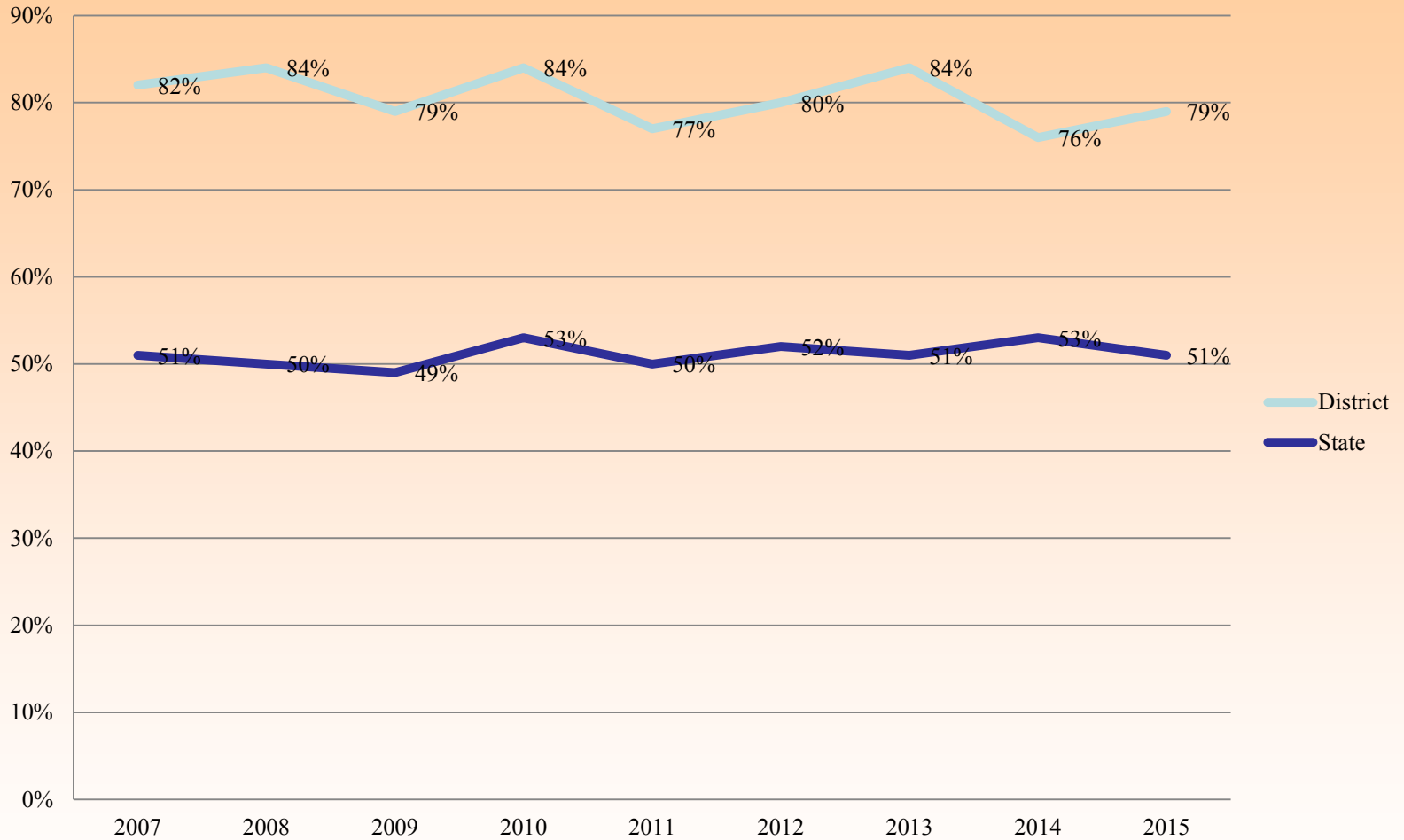


Math Results Analysis

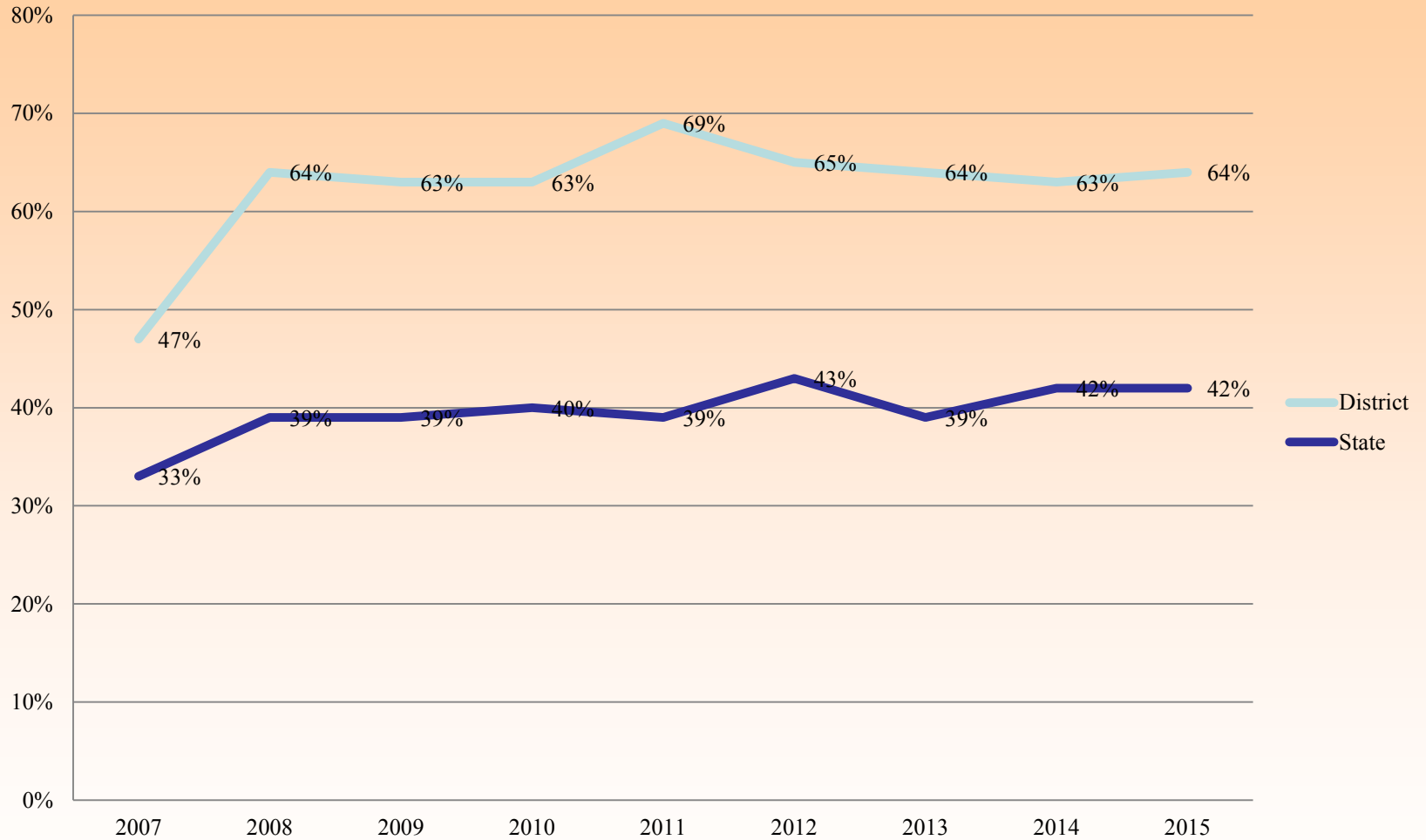
- 36 total grade 3-5 elementary students in warning across all schools
- 81% of these students scored 216-218
- There were no students in low warning
- All elementary students in warning were within 3 questions of scoring Needs Improvement
- Area of focus for PD for grades 3 – 5 is connection to high needs students
- Growth of content knowledge for high needs students at middle school is growing significantly so students who were “low warning” are able to access content who is grade level appropriate by continual focus on special ed connection at grades 3 – 5.
- Number of students recommended for math support at 6th grade is decreasing even though the number of students is increasing.

***District Science and Technology
2015***

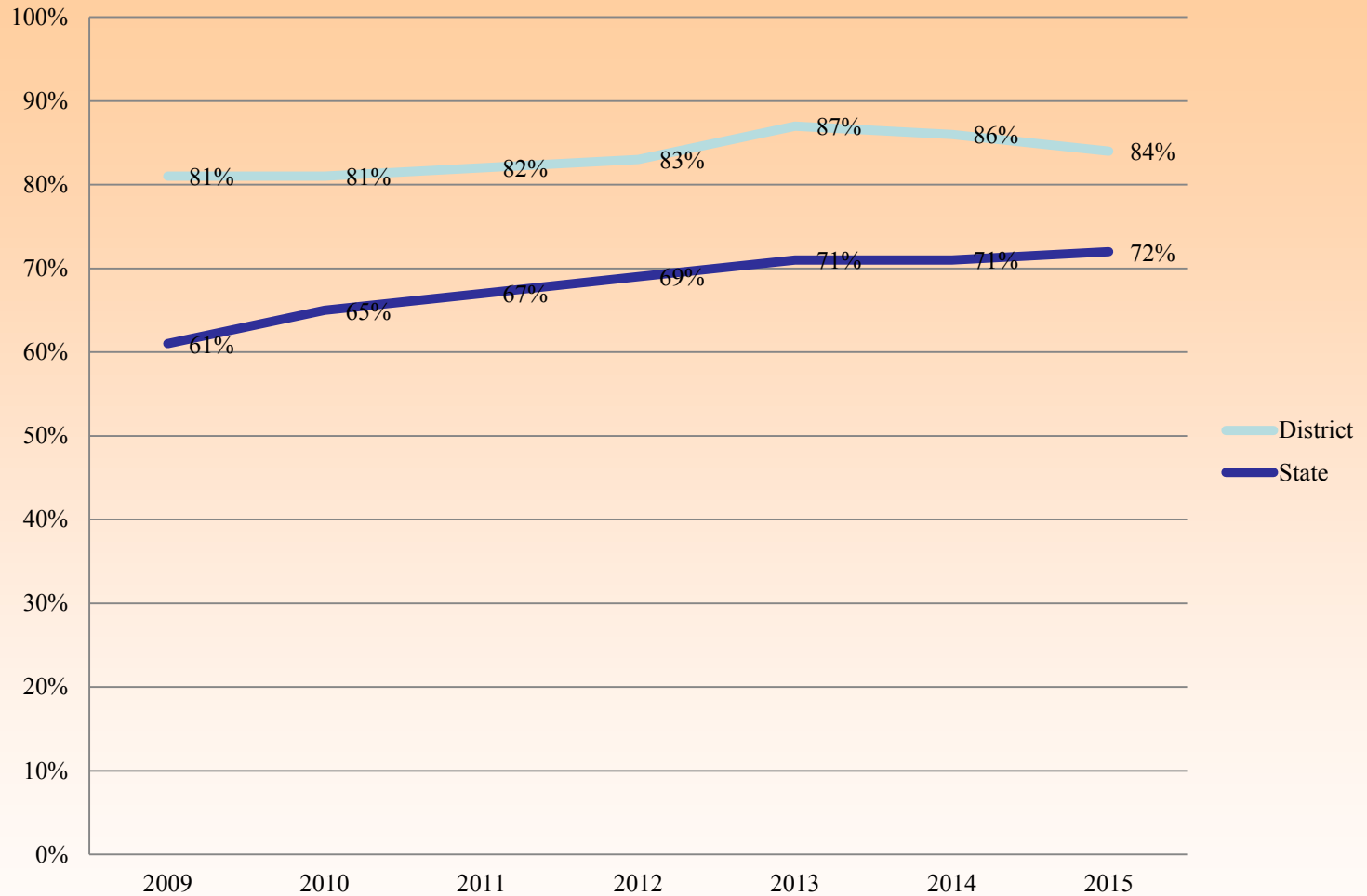
District vs. State Science Grade 5



District vs. State Science Grade 8



District vs. State Science Grade 10

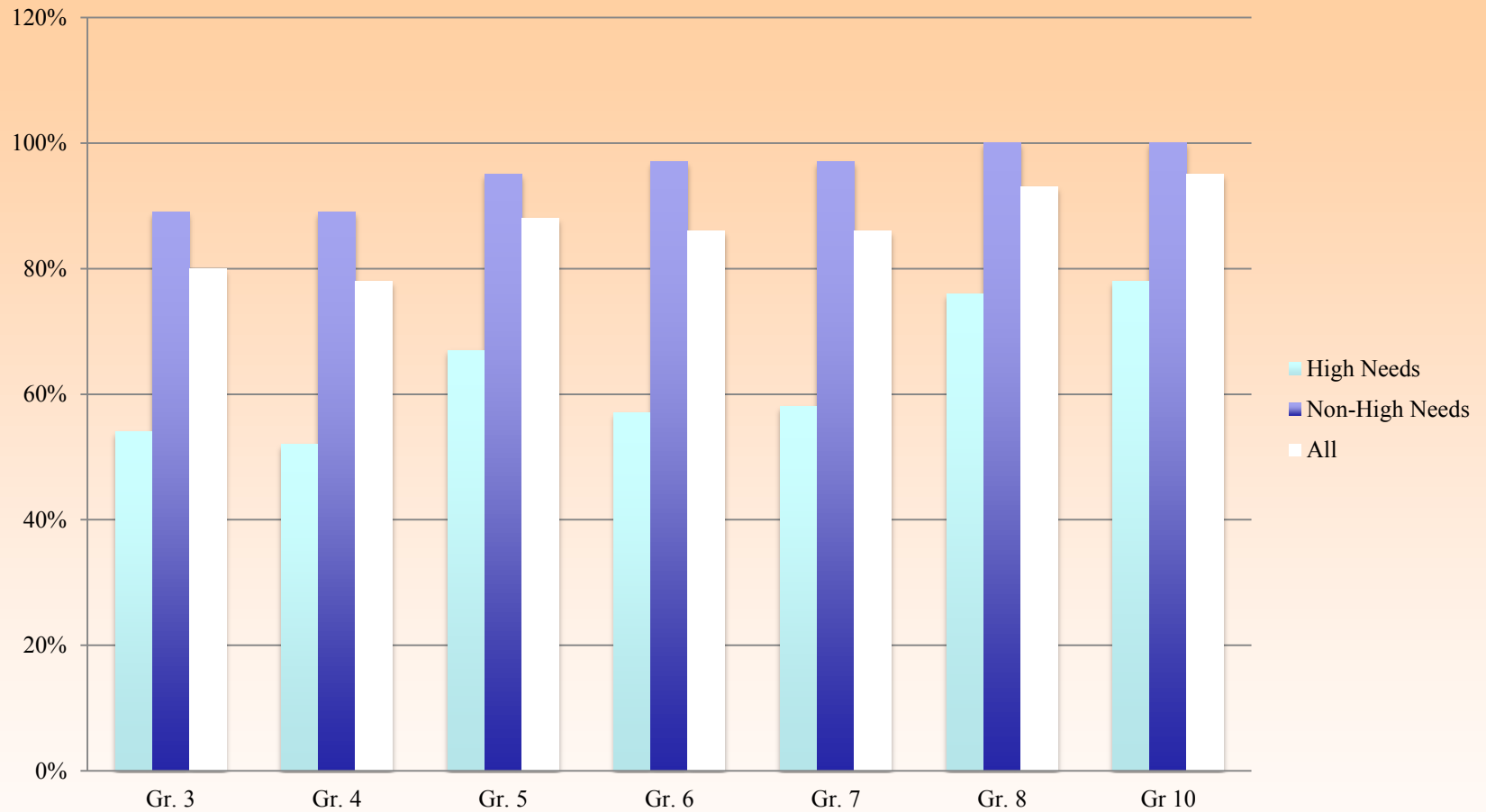


Science Analysis

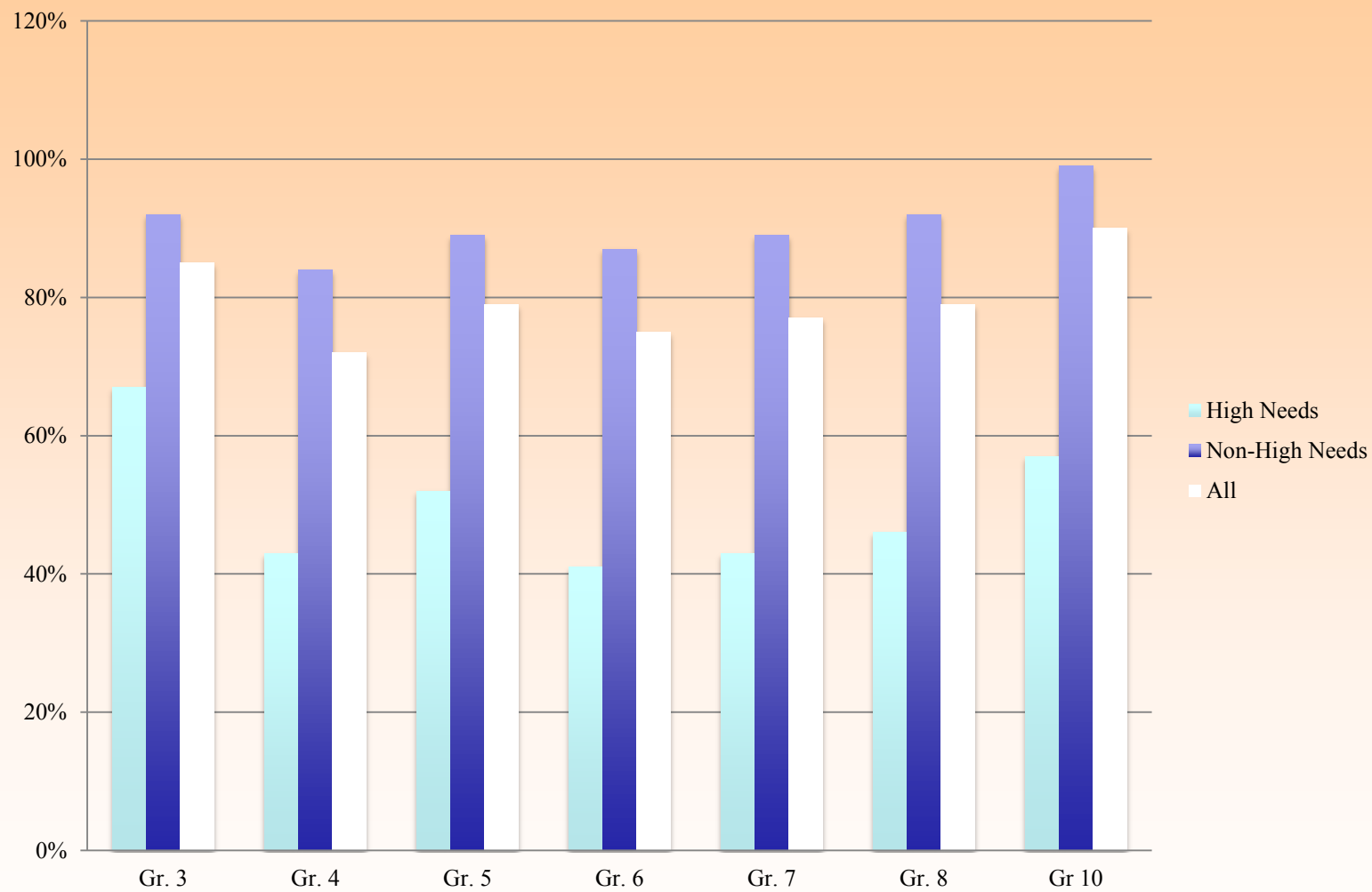
- Overall science scores show more difference from state than other MCAS subject areas.
- Percent of students scoring advanced at AHS increased significantly.
- Focus on math and ELA at elementary may have resulted in fairly static performance.

***2015 District Subgroups/
High Need Students***

2015 ELA MCAS: APS Students Reaching Proficiency



2015 Math MCAS: APS Students Reaching Proficiency



What Lies Ahead

- Deeper implementation of use of data teams at all schools.
- Inclusion of math, science, attendance, and discipline data review in data teams.
- Wider review at all levels of common assessment data by curriculum leadership team.
- Significant increase in time for teachers to work together.
- Implementation of new teacher evaluation system with specific school and teacher goals targeted to student achievement.
- Development of district-wide curriculum team to provide for teacher voice in the direction of curriculum and instruction.
- Expansion of lab program in writing.
- Expansion of PD in math at grades K – 3.
- Beginning of FOSS implementation.

Presentation References

Massachusetts Department of Elementary and Secondary Education School District Profiles:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=00100000&orgtypecode=5&>

Massachusetts Department of Elementary and Secondary Education Statewide Reports:

http://profiles.doe.mass.edu/state_report/mcas.aspx

Massachusetts Department of Elementary and Secondary Education Data Warehouse (EDW):

<https://www4.doemass.org/auth/Login>

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Grade 2 Math Curriculum	Monday June 29	Grade 2 Teachers, Grade 2 Math Mentor, Special Educators, and Math Coaches	1	Curriculum Development, Revision and Reflection of DDM, AMC Anywhere Training, Collecting and Transferring Data	Matt Coleman, Carolyn Shediak	TBD	\$150/day
Grade 1 Science	Monday June 29	Grade 1 Teachers	1	New Foss Units: Sound and Light, Air and Weather, Plants and Animals	Larry Weathers	Dallin Elementary	\$150/day
Grade 3 Nancy Boyles and Instructional Practices	Monday June 29, Tuesday June 30	Grade 3 Teachers, Grade 3 ELA Mentors and Literacy Coaches	2	We will continue our work from last summer, this time focusing on writing a unit of study that uses picture books on one topic to give students thoughtful practice around one specific theme using Lessons and Units for Closer Reading by Nancy Boyles. We will also consider an instructional framework for the reading block.	Linda Hanson	TBD	\$150/day
Grade 5 Math Curriculum	Tuesday June 30	Grade 5 Teachers, Grade 5 Math Mentor, Special Educators, and Math Coaches	1	Revision of Curriculum Map, Revision and Reflection of DDM, Analyzing DDM/ Student Work	Matt Coleman, Carolyn Gaffey	TBD	\$150/day
Grade 2 Science	Tuesday June 30	Grade 2 Teachers	1	New FOSS Kits: Solids and Liquids, Sand and Silt, and Insects and Plants	Larry Weathers	Dallin Elementary	\$150/day
Kindergarten Math Curriculum	Tuesday July 7	Grade K Teachers, Kindergarten Mentors, Special Educators, and Math Coaches	1	TS Gold?, AMC Anywhere Training, Curriculum Overview. AMC - develop more specific guidance related to assessments and annotate some of the videos available on line to calibrate scoring? Also revisit which assessments and how often	Matt Coleman, Liz Van Cleef	TBD	\$150/day
Grade 3 Science	Wednesday July 1	Grade 3 teachers	1	New Foss kits: Motion and Matter, Water and Climate, Structures in Life	Larry Weathers	Dallin Elementary	\$150/day

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Grades 1-2 ELA Instructional Practices	Wednesday July 1 Thursday July 2	Grade 1-2 teachers, Grade 1-2 ELA mentors and Literacy coaches	2	We will continue our work from last summer on the implementation of the Daily 5 and the instructional framework for the reading block, and writing snapshots of the remaining Lucy Calkins lessons.	Evelyn DeRosa	Peirce Rm 224	\$150/day
Preliminary MCAS Data Review and Analysis	Thursday July 2	Grades 3-5 Teachers, Special Educators, Math and Literacy Coaches, and Principals	1	To review preliminary MCAS data and begin to think about instructional implications.	Paula O'Sullivan, Matt Coleman	TBD	\$150/day
Grades 4-5 Nancy Boyles and Instructional Practices	Tuesday July 7 Wednesday July 8	Grade 4-5 teachers, Grade 4-5 ELA mentors and Literacy coaches	2	We will continue our work from last summer, this time focusing on writing a unit of study that uses picture books on one topic to give students thoughtful practice around one specific theme using Lessons and Units for Closer Reading by Nancy Boyles. We will also consider an instructional framework for the reading block.	Linda Hanson	TBD	\$150/day
Grade 1 Math Curriculum	Wednesday July 8	Grade 1 Teachers, Grade 1 Math Mentor, Special Educators, and Math Coaches	1	Curriculum Development, AMC Anywhere Training, Collecting and Transferring Data	Matt Coleman, Paula O'Sullivan	TBD	\$150/day
Kindergarten Literacy-Reading: LLI Reading Materials-	TBD	K teachers, K ELA mentors and Literacy coaches	1	We will develop teacher snapshots of the sight words, tricky words, and word families for the 70 A-C texts in LLI and plan the implementation and training for using the LLI lesson format.	Evelyn DeRosa	TBD	\$150/day
Kindergarten Literacy-Content TBD	TBD	K teachers, K ELA mentors and Literacy coaches	1	Identify the literacy concepts covered in Tools and align them to APS assessments. Plan the implementation of APS assessment and their alignment with the K progress report.	Evelyn DeRosa	TBD	\$150/day
Columbia University Home Grown Writing Institute	Monday July 13 Tuesday July 14 Wednesday July 15 Thursday July 16	Grades 3-5 teachers, mentors and literacy coaches	4	We will work on developing our understanding and implementation of Grade specific writing Units of Study. Our work will focus on the structure of mini lessons, mid workshop teaching points, sharing and conferring. Please bring your Lucy Calkins Writing Units of Study	Evelyn DeRosa	EDCO Bedford MA	Due to the cost of bringing in Teacher's College, the district is unable to provide compensation for this workshop. Lunch will be provided.

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Literacy Teacher Leader Planning Day	Monday August 10	Literacy Mentors, Writing PD Mentors, and Literacy Coaches	1	Planning day for year-long literacy PD including Labsite sessions, topics for content PD meetings, New Teacher Orientation, and other PD for the year.	Linda Hanson	TBD	\$150/day
Grades 3-5 Writing	Tuesday August 11	Grades 3-5 teachers, ELA mentors and Coaches	1	One day overview of a new unit of study with Grade level writing mentors: Grade 3 - Fairy Tales; Grade 4 - Lens of History; Grade 5 - Bringing History to Life	Gr. 3 - Amy Walter Gr. 4 - Sarah Marie Jette Gr. 5 - Jill Connor	TBD	\$150/day
Teacher Leadership Training Days	Wednesday August 12 Thursday August 13		2	Teachers 21 will be coming to Arlington to provide workshops on adult learning and data analysis for teachers in instructional leadership roles in the district	Teachers 21	TBD	\$150/day
Developing Mathematical Ideas (DMI): Building a System of Tens (BST)	Tuesday August 18 Wednesday August 19	Grades k-5 Teachers, Math Coaches, Special Educators, and Principals	2	In this seminar, participants will have the opportunity to better understand the structure of the base ten number system and how children make sense of this system in order to support learning and fluency with computation. Student learning, content, and pedagogy to support all students are at the center of this work. The two day seminar will include meeting days during the fall of the 2015-2016 school year.	Matt Coleman, Liz Van Cleef	TBD	\$150/day
Elementary Mentor meeting with Marie Janiak Elementary Math Mentor Meeting with Math Coaches	Monday August 24	All Elementary Mentors	1	For returning mentors and those applying to be mentors. Mentor skills training and the mentoring process. During the afternoon, Elementary Math Mentors will meet with the Elementary Math Coaches.	Marie Janiak	SCR. (waiting for confirmation)	\$150/day
Secondary Mentor meeting with Marie Janiak	Monday August 24	All Secondary Mentors	.5 PM	For returning mentors and those applying to be mentors. Mentor skills training and the mentoring process.	Marie Janiak	SCR. (waiting for confirmation)	\$150/day
Collaborative Data Review: MCAS Review and Analysis	Tuesday, Sept. 1	Grades 3-5 teachers, math and literacy coaches, principals	1	To review 2015 MCAS results in a facilitated process and identify potential instructional implications.	Paula O'Sullivan	TBD	\$150/day
Research Handbook	TBD-August	Grade 9-12 teachers	2	Gathering exemplary/benchmark student work, developing teacher-facing materials, planning for implementation.	Stacy Kitsis	TBD	\$150/day
Ottoson Advisory Planning	July 1-3	6 Middle School Teachers	3	Planning time to develop Advisory materials for the 2014-2015 school year.	Catherine Ritz	Ottoson	\$150/day

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
World Language Proficiency Cohort: Curriculum Group	June 26, June 29, June 30, August 31	6 Middle & High World Language Teachers	4	Collaborative curriculum development.	Catherine Ritz	AHS Language Lab	\$150/day
World Language Proficiency Cohort: Independent Curriculum Work	TBS	6 Middle & High World Language Teachers	5	Independent curriculum work to finalize planning begun in the collaborative cohort	Catherine Ritz	AHS Language Lab	\$150/day
World Language Training (topic TBD)	9/1/2015	World Language teachers	1	Workshop(s) for World Language teachers. Topic(s) TBD.	Catherine Ritz	AHS Language Lab	\$150/day
World Language Independent Reading	TBD	World Language teachers	1	Reading the ACTFL "Keys to Assessing" book	Catherine Ritz	TBD	\$150/day
Italian 3 Curriculum Development	TBD	AHS Italian Teacher	2	Development of new Italian 3 Curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Exploring French Curriculum Revision	TBD	OMS French Teacher	7	Revision of the Exploring French Curriculum to focus on thematic units and performance assessments	Catherine Ritz	Ottoson	\$150/day
World Language iPad Integration - Curriculum Revision (Spanish)	TBD	AHS Spanish Teacher	4	A teacher receiving an iPad Cart next year will work on revising curricula to integrate these new devices.	Catherine Ritz	AHS Language Lab	\$150/day
French 5 Cinema - Curriculum Revision	TBD	AHS French Teacher	4	Revision of the French 5 Cinema course curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Spanish 5 Cinema - Curriculum Revision	TBD	AHS Spanish Teacher	2	Revision of the Spanish 5 Cinema course curriculum	Catherine Ritz	AHS Language Lab	\$150/day
Collaborative Units	8/26/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson		
Presentation Tools	8/26/2015	5 - 12		Learn how to create snappy presentations to engage your class. We will explore how to use several free tools like Google Slides, Prezi, Haiku Deck and Popplet, and also learn how to easily share these presentations with students.	Susan Bisson		
Pear Deck	8/26/2015	5 - 12			Susan Bisson		
YouTube	8/26/2015	All		Learn how to create your own YouTube channel in order to curate content for your classroom. In this workshop we'll cover how to upload a video, manage privacy settings, create playlists, and how to manage your channel.	Susan Bisson		
App Playground	8/26/2015	K - 5		This workshop is all about exploration! We will check apps in the education collection of the App Store, review how to download apps, how to evaluate apps, and manage apps on your iPad.	Susan Bisson		
Mac 101	8/26/2015	All		If you've recently gotten a MacBook and haven't used an Apple computer before, this workshop is for you! Learn how to navigate your machine, organize your work and customize your desktop.	Susan Bisson		
iMovie	8/26/2015	5 - 12			Susan Bisson	Thompson School	\$25 per hour
Google Drive & Google Classroom	8/26/2015	All		Google Classroom will be available to all Arlington teachers next year. Google Classroom lets you share announcements and assignments seamlessly with your students. Leave this workshop understanding how to set up Classroom and create, share and organize your files and folders in Google Drive.	Susan Bisson	Thompson School	

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Accessibility: Understanding and Applying Technology as a Tool for Learning	8/26/2015	All		The topic of accessibility to learning will be discussed from the "mind's eye of students." Internal and external factors that support or hinder student learning will be identified. Technology tools, functions and apps will then be presented and appropriately applied to the identified internal and external factors. They will be discussed from an "accessing learning" perspective rather than from an "instructional" perspective. If you have an iPad, Laptop, or Chromebook – please bring that with you.	Susan Bisson	Thompson School	
Technology for Teachers	8/26/2015	6 - 12			Susan Bisson	Thompson School	
App Playground	8/26/2015	3 - 12			Susan Bisson	Thompson School	
Collaborative Units	8/27/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson	Thompson School	
Social Media	8/27/2015	All		Have you heard about using Twitter as a PD tool or that some teachers use it as a parent communication tool? Come learn how teachers are using Twitter, Google + and Facebook to improve their practice and communicate with their communities.	Susan Bisson	Thompson School	
Google Drive & Google Classroom	8/27/2015	All		Google Classroom will be available to all Arlington teachers next year. Google Classroom lets you share announcements and assignments seamlessly with your students. Leave this workshop understanding how to set up Classroom and create, share and organize your files and folders in Google Drive.	Susan Bisson	Thompson School	
Collaborative Units	8/27/2015	All		New! This summer we are offering coaching for grade level or subject area teams interested in taking a segment of a unit and brainstorming ways to leverage technology to meet learning goals.	Susan Bisson	Thompson School	
Google Forms	8/27/2015	All		This workshop is for staff with very little experience using Google Forms. Learn how to create a form, view responses and share forms with students.	Susan Bisson	Thompson School	
Apple Apps	8/27/2015	K - 5		iPads are now being shipped with Pages, Keynote, and Numbers. Learn how each app works and get ideas for ways they can be used with your students.	Susan Bisson	Thompson School	
Google Sites	8/27/2015	All		In this workshop, you will learn how to create a site, add pages, images, and videos. You'll learn how to change themes and set up a blog page.	Susan Bisson	Thompson School	
Presentation Tools	8/27/2015	5 - 12		Learn how to create snappy presentations to engage your class. We will explore how to use several free tools like Google Slides, Prezi, Haiku Deck and Popplet, and also learn how to easily share these presentations with students.	Susan Bisson	Thompson School	
iPad 101	8/27/2015	All		This course will teach you device operation: how to manage and change settings, how to use the accessibility features, how to install apps, how to use the camera, how mirroring works and other basic functions. Please bring your iPad and charger.	Susan Bisson	Thompson School	
Formative Assessment	8/27/2015	All		What do your kids know? Find out in real time using formative assessment tools such as Socrative, Poll Everywhere, or Kahoot.	Susan Bisson	Thompson School	
iTunes University	8/27/2015	6 - 12		In this workshop, we'll explore the amazing resources at iTunes University for students and teachers alike.	Susan Bisson	Thompson School	

PD Title	Date	Audience	# Days	Additional Information and Description	Contact Person	Location	Compensation
Explain Everything	8/27/2015	All		This screencasting app can be used across the curriculum from first grade on. In this workshop, you will create a project, learn how to share that project and get ideas for using Explain Everything with your students.	Susan Bisson	Thompson School	
FACS	July 21-22	9-12	2	Curriculum development and modification work for Culinary and Early Childhood Education Programs.	Tricia Bellahrossi	TBD	\$150/day
FACS	July 23-24	6-8	2	Curriculum development and modification work for Grades 6, 7, and 8.	Tricia Bellahrossi	TBD	\$150/day
Mindfulness	7/21/2015		1	Growing Mindful: Integrating Mindfulness into EducationHow often do we tell our kids to "pay attention" compared to how often we actually teach them to pay attention? Mindfulness training does just that, by teaching basic skills for paying attention in the present moment. The research is clear; mindfulness boosts executive functioning, mental health, classroom behavior and more, all while reducing stress. This workshop is designed to introduce and deepen understanding of mindfulness and the research underlying it, but also to learn best practices for integrating mindfulness into the classroom and school as a whole to promote learning and cognitive development. Speaker: Christopher J. Willard, PsyD	Peggy Tsatsoulis	TBD	\$150/day
Music	July 1-3	6-8	3	Curriculum Writing	Pat Tassone	TBD	\$150/day
Music	6/26, 6/29-30	K-5	3	Curriculum Writing	Pat Tassone	TBD	\$150/day
K-5 Reading	TBD	K-5	1	Review and Revise District Reading Assessments	Linda Hanson	TBD	\$150/day
TCI Training	August 24-27	K-12	3		Meagan Burke	TBD	\$150/day
Split cluster	TBD	Glaser/Woodwa	2	transition to split cluster	Glaser/Woodward	TBD	\$150/day
NGSS alignment	TBD	gr6/gr7	2	plan curriculum shifts	Varghese/Bage	TBD	\$150/day
Electro magnetism	TBD	Gr 8 /Roth	1	plan new curriculum addition	Krepelka	TBD	\$150/day
A and H level bio planning	TBD	Vautour/Scott/B	1	plan scope and seq	Vautour/Scott/Bavu	TBD	\$150/day
AEF grant planning	TBD	Daley/Bavuso/	2	explore possible curricula	Daley/Bavuso/Mac	TBD	\$150/day
Raad	TBD	Radd	1	room move and Archaeology planning	Raad	TBD	\$150/day
OMS Tech	TBD	Blanchette,Whit	2	Plan integration of 3rd tech person	Whitney	TBD	\$150/day

2014-2015 Professional Development Calendar - Elementary

ER: Early Release **PDN:** Prof. Day for Teachers (no school students)

AUGUST	8/26	8/27	
Aug. Teacher Day #1	1 hr. ELA/Math		
Aug. Teacher Day #2		1 hr. Ed.Eval.	
SEPTEMBER	9/9	9/16	9/23 ER 1:00
Kindergarten	Building	PLC	Ed. Eval.
Grade 1	Building	PLC	Ed. Eval.
Grade 2	Building	PLC	Ed. Eval.
Grade 3	Building	PLC	Ed. Eval.
Grade 4	Building	PLC	Ed. Eval.
Grade 5	Building	PLC	Ed. Eval.
ELL	Building	PLC	Ed. Eval.
OT/PT/Speech	Building	PLC	Ed. Eval.
Reading	Building	PLC	Ed. Eval.
SPED	Building	PLC	Ed. Eval.
OCTOBER	10/7 ER 1:00	10/14	10/21 ER 1:00
Kindergarten	Tools	Building	SS:
Grade 1	ELA:	Building	SCI:
Grade 2	SCI:	Building	ELA:
Grade 3	ELA: Realistic Fiction	Building	MATH: PARCC
Grade 4	SS:	Building	MATH: PARCC
Grade 5	ELA:	Building	MATH: PARCC
ELL		Building	
OT/PT/Speech		Building	
Reading		Building	
SPED		Building	
NOVEMBER	11/4 PDN	11/18	11/25
Kindergarten	Math: AMC Math	Prog. Reports	PLC
Grade 1	Math: AMC Math	Prog. Reports	PLC
Grade 2	Math: AMC Math	Prog. Reports	PLC
Grade 3	ELA: Opinion Writing	Prog. Reports	PLC
Grade 4	ELA:	Prog. Reports	PLC
Grade 5	ELA:	Prog. Reports	PLC
ELL		Department	PLC
OT/PT/Speech		Prog. Reports	PLC
Reading		Department	PLC
SPED		Prog. Reports	PLC

DECEMBER	12/2	12/9 ER 11:15	12/17 ER 11:15
Kindergarten	Building	Parent Conf.	Parent Conf.
Grade 1	Building	Parent Conf.	Parent Conf.
Grade 2	Building	Parent Conf.	Parent Conf.
Grade 3	Building	Parent Conf.	Parent Conf.
Grade 4	Building	Parent Conf.	Parent Conf.
Grade 5	Building	Parent Conf.	Parent Conf.
ELL	Building	Parent Conf.	Parent Conf.
OT/PT/Speech	Building	Parent Conf.	Parent Conf.
Reading	Building	Parent Conf.	Parent Conf.
SPED	Building	Parent Conf.	Parent Conf.
JANUARY	1/6	1/13 ER 1:00	1/27 ER 1:00
Kindergarten	Ed. Eval.	SCI:	MATH:
Grade 1	Ed. Eval.	ELA:	MATH:
Grade 2	Ed. Eval.	ELA:	ELA:
Grade 3	Ed. Eval.	MATH:	ELA: Poetry
Grade 4	Ed. Eval.	MATH:	ELA:
Grade 5	Ed. Eval.	SS:	MATH:
ELL	Ed. Eval.		
OT/PT/Speech	Ed. Eval.		
Reading	Ed. Eval.		
SPED	Ed. Eval.		
FEBRUARY	2/3	2/10 ER 1:00	2/24
Kindergarten	Building	Tools	PLC
Grade 1	Building	ELA:	PLC
Grade 2	Building	MATH:	PLC
Grade 3	Building	SS: Maps/Rev. War	PLC
Grade 4	Building	MATH:	PLC
Grade 5	Building	SCI:	PLC
ELL	Building		PLC
OT/PT/Speech	Building		PLC
Reading	Building	Prog. Reports	PLC
SPED	Building		PLC
MARCH	3/3 ER 1:00	3/10	3/17
Kindergarten	Asst. Training/PLC	Prog. Reports	MATH:
Grade 1	Asst. Training/PLC	Prog. Reports	MATH:
Grade 2	Asst. Training/PLC	Prog. Reports	ELA:
Grade 3	Asst. Training/PLC	Prog. Reports	MATH:
Grade 4	Asst. Training/PLC	Prog. Reports	ELA:
Grade 5	Asst. Training/PLC	Prog. Reports	ELA:
ELL	Asst. Training/PLC	Department	
OT/PT/Speech	Asst. Training/PLC	Prog. Reports	
Reading	Asst. Training/PLC	Department	
SPED	Asst. Training/PLC	Prog. Reports	

APRIL	4/7	4/14 ER 1:00	4/28
Kindergarten	Building	Tools	PLC
Grade 1	Building	ELA:	PLC
Grade 2	Building	MATH:	PLC
Grade 3	Building	ELA: Information W.	PLC
Grade 4	Building	SCI:	PLC
Grade 5	Building	MATH:	PLC
ELL	Building		PLC
OT/PT/Speech	Building		PLC
Reading	Building		PLC
SPED	Building		PLC
MAY	5/5	5/12	5/19 ER 1:00
Kindergarten	Building	PLC	MATH:
Grade 1	Building	PLC	SS:
Grade 2	Building	PLC	MATH:
Grade 3	Building	PLC	SCI:
Grade 4	Building	PLC	ELA:
Grade 5	Building	PLC	ELA:
ELL	Building	PLC	
OT/PT/Speech	Building	PLC	
Reading	Building	PLC	
SPED	Building	PLC	
JUNE	6/2	6/9	6/16
Kindergarten	PLC	Prog. Reports	Building
Grade 1	PLC	Prog. Reports	Building
Grade 2	PLC	Prog. Reports	Building
Grade 3	PLC	Prog. Reports	Building
Grade 4	PLC	Prog. Reports	Building
Grade 5	PLC	Prog. Reports	Building
ELL	PLC	Prog. Reports	Building
OT/PT/Speech	PLC	Prog. Reports	Building
Reading	PLC	Prog. Reports	Building
SPED	PLC	Prog. Reports	Building

[illegible]

**New
Teachers
w/Principals**

[illegible]

Monday	Tuesday	Wednesday	Thursday	Friday
		9/3 Bishop	9/4 Brackett	9/5 Dallin
9/8 Hardy	9/9 Peirce	9/10 Stratton	9/11 Thompson	9/12 Bishop
9/15 Brackett RTI	9/16 Dallin	9/17 Hardy	9/18 Peirce RTI	9/19 Stratton
9/22 Thompson RTI	9/23 Bishop RTI	9/24 Bishop RTI	9/25 No School	9/26 Brackett Math
9/29 Dallin RTI	9/30 Hardy RTI	10/1 Peirce Math	10/2 Stratton Math	10/3 Thompson Math
10/6 Thompson Reading	10/7 Bishop Math	10/8 Bishop Math	10/9 Brackett Reading	10/10 Dallin Math
10/13 No School	10/14 Hardy Math	10/15 Peirce Reading	10/16 Stratton Reading	10/17 Thompson Writing
10/20 Bishop Reading	10/21 Brackett Writing	10/22 Dallin Reading	10/23 Brackett Writing	10/24 Hardy Reading
10/27 Thompson RTI	10/28 Stratton Writing	10/29 Peirce Writing	10/30 Bishop Writing	10/31 Brackett RTI

Monday	Tuesday	Wednesday	Thursday	Friday
11/3 Bishop	11/4 Hardy Bonus	11/5 Peirce	11/6 Dallin	11/7 Brackett
11/10 Thompson	Veterans' Day	11/12 Bishop Bonus	11/13 Stratton	11/14 Hardy
11/17 Bishop	11/18 Early Release	11/19 Peirce	11/20 Dallin	11/21 Brackett
11/24 Thompson	11/25 Dallin Bonus	11/26 Early Release	11/27 No School	11/28 No School-
12/1 Bishop	12/2 Thompson Bonus	12/3 Hardy	12/4 Stratton	12/5 Peirce
12/8 Thompson	12/9 Peirce - early release	12/10 Stratton Bonus	12/11 Dallin	12/12 Brackett
12/15 Bishop	12/16 Peirce Bonus	12/17 Hardy - Early Release	12/18 Stratton	12/19 Hardy
12/22 Thompson	12/23 Brackett Bonus	12/24 No School	12/25 No School	12/26 No School

Monday	Tuesday	Wednesday	Thursday	Friday
1/5 Thompson	1/6 Hardy Bonus	1/7 Peirce	1/8 Dallin	1/9 Hardy
1/12 Bishop	1/13 Thompson	1/14 Peirce Bonus	1/15 Stratton	1/16 Brackett
1/19 NO SCHOOL	1/20 Bishop	1/21 Peirce	1/22 Dallin	1/23 Hardy
1/26 Bishop	1/27 Early Release-Hardy	1/28 Thompson Bonus	1/29 Stratton	1/30 Brackett
2/2 Thompson	2/3 Brackett	2/4 Peirce	2/5 Dallin	2/6 Hardy Data Service Review
2/9 Bishop	2/10 Thompson	2/11 Dallin Bonus	2/12 Stratton	2/13 Brackett
2/23 Thompson	2/24 Stratton	2/25 Peirce	2/26 Dallin	2/27 Hardy

Monday	Tuesday	Wednesday	Thursday	Friday
3/2 Bishop	3/3 Thompson BONUS	3/4 Hardy	3/5 Stratton	3/6 Brackett
3/9 Thompson	3/10 Stratton Bonus	3/11 Peirce	3/12 Dallin	3/13 Hardy
3/16 Bishop	3/17 Hardy BONUS	3/18 Peirce BONUS	3/19 Stratton	3/20 Brackett
3/23 Thompson	3/24 Brackett BONUS	3/25 Peirce	3/26 Dallin	3/27 Hardy
3/30 Bishop	3/31 Dallin BONUS	4/1 Brackett	4/2 Stratton	4/3 NO SCHOOL
4/6 Thompson	4/7 Bishop BONUS	4/8 Peirce	4/9 Dallin	4/10 Brackett
4/14 Bishop	4/14 Early Release Dallin	4/15 One sub to Thompson One sub to Stratton	4/16 Stratton	4/17 Hardy
4/27 Thompson	4/28 Early Release Hardy	4/29 Peirce	4/30 Dallin	

Monday	Tuesday	Wednesday	Thursday	Friday
				5/1 Brackett
5/4 Bishop	5/5 Thompson	5/6 Stratton BONUS	5/7 Stratton	5/8 Hardy
5/11 Thompson	5/12 Hardy	5/13 Peirce	5/14 Dallin	5/15 Brackett
5/18 Thompson	5/19 Early Release Peirce	5/20 Hardy BONUS	5/21 Stratton	5/22 Hardy
5/25 NO SCHOOL	5/26 Bishop BONUS	5/27 Peirce	5/28 Dallin	5/29 Brackett
6/1 Thompson	6/2 Brackett Bonus	6/3 Peirce Bonus	6/4 Stratton	6/5 Hardy
6/8 Thompson	6/9 Bishop BONUS	6/10 Peirce	6/11 Dallin	6/12 Brackett
6/15 Dallin BONUS	6/16 Thompson	6/17 Peirce	6/18 Stratton	*6/19 Hardy
*6/22 Bishop	*6/23 Stratton BONUS	*6/24 Peirce	*6/25 Dallin	

Data Team Members

Alyssa Lemieux

Lisa Tradwell

Lily Jones replaced James Kilmartin after April